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Brighton College Dubai

British Schools Overseas Inspection Report

Inspection Dates: 6 to 9 October 2025

Lead Inspector: Sally Lane
Team: David Bowles
David Hilbourne

Age Group: 3 to 18 years
Report Published: 3 November 2025
Report Reference Number: 11/70/2025

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 four 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 Department for Education, a British School Overseas (BSO) 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 added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant standards for BSO accreditation. 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 updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarding applied to schools in England. It clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.

The BSO standards are as follows:

Part 1. The quality of education provided by the school (Curriculum, Teaching and

Assessment).

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

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

Part 4. The suitability of the proprietor and staff.

Part 5. The premises and accommodation.

Part 6. The provision of information.

Part 7. The manner in which complaints are handled.

Part 8. The leadership and management of the school.

Part 9. The quality of provision for boarding.

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 carers 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 fe

Information about the school

Brighton College Dubai (BCD) is an inclusive, co-educational, British school, located in Al Barsha South, Dubai. The college opened in 2018 and is one of 10 Brighton Colleges worldwide, with three additional campuses opening in Europe in 2027. The school works in partnership with Brighton College UK (BCUK) and Bloom Education, sharing a unified set of values and educational principles.

Over the last three years, enrolment has grown rapidly and the college is now near its capacity with 1,440 pupils aged three to 18. There are 373 pupils in pre-preparatory (pre-prep), key stage 1; 435 in preparatory (prep), key stages 1 and 2; and 632 in the senior phase, key stages 3 and 4, including 133 in the sixth form. There are 78 different nationalities represented in the college. British pupils form the largest group at 58%, followed by Russian at 6%. Some 386 pupils use English as an additional language (EAL) and 161 pupils receive tailored support for identified special educational needs and/or disabilities (SEND).

The curriculum in pre-prep follows the UK's early years' foundation stage (EYFS) statutory framework. The prep and senior curriculum is a blend of the national curriculum for England (NCfE), and the UAE statutory requirements, ensuring alignment with British educational values. At the end of key stage 4, pupils take IGCSE examinations. In the sixth form, students choose from different pathways including A levels and BTEC level 3 qualifications.

The college's vision is: 'To create an outward looking school that prioritises emotional well-being and fosters a lifelong love of learning. We strive to build a community where pupils are curious, confident and kind, considering the needs of their classmates, engaging with their local community, and staying mindful of global issues.' All members of the Brighton College family of schools share the same values and ethos, focusing on three core elements: confidence, curiosity and kindness.

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 in advance and inspection dates were confirmed with 10 weeks' notice. Inspectors reviewed key information about the college prior to the inspection to ensure a well-informed evaluation.

During the inspection the team visited 66 part-lessons and carried out learning walks, including extra-curricular and enrichment activities. A total of 39 lessons were jointly observed with leaders, providing opportunities for shared reflection and professional

dialogue. Inspectors also attended an assembly. The team held 33 meetings with leaders, teachers, pupils, parents and members of the college's governing board.

Inspectors scrutinised pupils' work and reviewed a broad selection of documentation, including assessment records, policies and strategic plans. Safeguarding arrangements were thoroughly evaluated to check their compliance and effectiveness. Inspectors also considered the views of parents and staff gathered through the BSO survey, which was distributed shortly before 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 of the Standards for BSO accreditation except those which it is precluded from meeting because of the host country's legislation. 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

Children enter pre-prep with literacy skills that are slightly above those typical for their age. Skilled and responsive teaching enables children to make rapid rates of progress in all areas of learning. By the end of pre-prep, almost all children make better than expected progress and their attainment standards significantly exceed those typically found in England. Most children can listen attentively, ask purposeful questions, and engage in simple conversations. They can re-tell stories, articulate individual letter sounds, and form letters accurately in their writing.

In prep, pupils continue to build on this strong foundation. Most exceed age-related expectations in reading and writing by the end of Year 6. By the end of prep, pupils speak with confidence, read widely across genres and write with purpose and accuracy for different audiences.

Pupils maintain strong rates of progress throughout the senior phase. In a Year 8 English lesson, for example, pupils demonstrated excellent understanding of how Jacobean cultural norms shaped Shakespeare's writing in 'The Tempest'. They continue to refine their English language skills and develop a deep appreciation of literature.

By the end of Year 11, pupils achieve standards in both English language and literature IGCSE that exceed national averages in England. On average, pupils achieve half a grade or more than expected. Almost all pupils secure the highest IGCSE grades of 9 to 7, reflecting the college's strong academic provision and high expectations.

In Years 12 and 13, students speak with confidence and write fluently across a range of genres. They engage with diverse texts, analyse language with precision and adapt their writing style to suit different purposes and audiences. Rates of progress in the sixth form are strong and increasing. By the end of Year 13, students attain results that exceed UK averages. Overall, students achieve around half a grade higher than predicted in A-level English language and A-level English literature, indicating that they make excellent progress and achieve outcomes that place them amongst the highest-performing students internationally.

Pupils in all phases with SEND and those with EAL make rapid and sustained rates of progress. Teachers implement highly effective support that enables these pupils to thrive. As a result, attainment gaps between different groups narrow significantly over time with pupils with SEND and EAL achieving outcomes that are consistently high, based on their starting points.

In mathematics, attainment and progress are outstanding.

Pupils make outstanding rates of progress throughout the college, from the pre-prep to Year 13. Attainment is consistently well above national averages in England. Pupils significantly outperform expectations at IGCSE and A level, typically exceeding baseline predictions by one to one and a half grades.

All groups of learners make exceptional rates of progress in mathematics, including those with EAL and with SEND. The college's strong commitment to inclusion, effective planning, and high-quality teaching drives this success, enabling every learner to thrive. Lessons foster pupils' confidence, curiosity, and mathematical skills such as problem-solving and critical thinking.

In pre-prep, children develop strong number sense and recognise and extend simple patterns such as letter sequences. By Year 2, most pupils accurately distinguish equal from unequal groups and perform simple calculations to find totals. Across the prep school, they build secure understanding in number, shape, space, and measure, applying knowledge in practical contexts. Most Year 6 pupils multiply four-digit by two-digit numbers fluently.

In the senior phase, pupils confidently tackle abstract algebraic reasoning and complex problem-solving, applying scale factors to areas and volumes by Year 9. Even lower-attaining pupils in Year 11, successfully apply Pythagoras' Theorem and trigonometry in three dimensions. By the sixth form, further mathematics students demonstrate advanced mastery of calculus and trigonometric identities.

Pupils achieve consistently high outcomes across all key stages, reflecting a strong commitment to excellence in mathematics.

Attainment and progress in science across the college is outstanding.

From pre-prep onwards, all groups of pupils achieve well above UK expectations, with the vast majority making accelerated rates of progress. There are no significant differences between different groups of pupils across the college.

In pre-prep, most children exceed expected progress. They classify healthy and unhealthy foods and explore the sense of touch through practical hands-on and engaging activities.

In prep, external progress tests confirm that pupils achieve significantly above international averages. In observed lessons, pupils completed a range of investigations from observing the structure of eggs to predicting what happens to your body when you exercise. Pupils in Year 6 can analyse scientific data competently and understand anomalies well.

In the senior phase, key stage 3 pupils' attainment in science progress tests is significantly above the standardised average, particularly at stanine 6. Lesson observations confirm that most pupils make better than expected progress. Pupils learn in engaging and purposeful learning environments and as a result are enthusiastic and confident learners. In a Year 8 lesson on Mendeleev's periodic table, pupils show great interest by asking questions related to real-life applications.

IGCSE outcomes in the separate sciences are exceptional, with almost all pupils securing the highest grades of 9 to 7. In all three sciences, pupils, on average, achieved around a grade higher than teachers and cognitive ability tests (CAT) predicted. This represents consistent improvement over time. While combined science outcomes are not as strong as separate sciences, due to the ability of the pupils who choose this option, they remain above UK averages.

At A level, physics outcomes are exceptional, particularly at the top grades. Students achieve, on average, more than one grade higher than predicted. Chemistry and biology and BTEC applied science results are also very strong and results are consistently improving. Lesson observations confirm that students benefit from engaging and challenging lessons. The focus on literacy development across the senior phase is having a beneficial effect on results as pupils are better able to understand the expectations of each question.

Other subjects

Pupils' attainment and progress across a wide range of other subjects are outstanding, consistently meeting and exceeding ambitious targets. The college recorded a historic year for A* outcomes at A level in 2025, almost doubling the proportion of the previous year.

At IGCSE pupils perform exceptionally well. The proportion of the highest grades of 9 to 7 is more than double that of the UK average. On average, pupils achieve nearly a full grade higher than expectations with particularly strong and improving performance in Spanish, design technology (DT), business studies and geography. Many senior phase subjects, in particular, integrate technology effectively to enhance teaching and learning. Pupils use their devices with confidence and responsibility, demonstrating digital maturity.

In pre-prep and prep, pupils benefit from specialist teaching in art, computing, languages, music, drama, DT and physical education (PE). Teachers report pupils' progress and attainment in these subjects to parents similarly to the core subjects. Across all phases and groups, pupils demonstrate consistently strong outcomes and sustained rates of progress.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Part 1 below).
- The quality of teaching and assessment is outstanding overall (see Part 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Part 2 below).
- The welfare, health and safety of the pupils are outstanding (see Part 3 below).
- The standard for the suitability of the proprietor and staff is met (see Part 4 below).
- The premises and accommodation meet the requirements of the standard (see Part 5 below).
- The provision of information for parents meets the requirements of this standard (see Part 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Part 7 below).
- The leadership and management of the school are outstanding (see Part 8 below).

As a result of this inspection, undertaken during October 2025, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the

independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Part 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.

The college fully meets the requirements of its chosen curriculum and provides a coherent learning journey from pre-prep to the sixth form. Leaders map content and skills carefully to ensure pupils encounter increasingly challenging and relevant learning opportunities. Detailed schemes of work and lesson plans support the consistently high quality of pupils' learning.

The curriculum remains broad, flexible and responsive to pupils' interests and needs. Pupils study a wide range of subjects at every phase with senior pupils choosing from both academic and vocational pathways. Co-curricular opportunities such as 'Dragons Den', business clubs and charity initiatives develop pupils' entrepreneurial skills well. Recently, the PE department introduced the BTEC level 2 in key stage 4 to reflect pupils' changing aspirations.

Pupils extend and enrich their learning through, for example, British Schools in the Middle East (BSME) writing competitions, public speaking and the 'Brighton Blue Award' which recognises participation in debating, book reviews and poetry.

The inclusion team personalises provision for pupils with additional needs. Teachers create individual education plans (IEP) and collaborate with external specialists, including speech and language therapists. Pupils with EAL benefit from high quality classroom teaching and, when necessary, withdrawal for intensive support. Teachers challenge the most able pupils by providing regular opportunities for extension in lessons and through early entry to IGCSEs or A levels.

The curriculum reflects the college's British character. Staff promote fundamental British values including tolerance along with kindness and empathy, while pupils learn about democracy, the rule of law, and the history of the UK, including the industrial revolution and empire. Pupils understand the structure of the UK and its monarchy. Pupils celebrate events such as St George's Day, the Coronation, Diwali, Eid and Christmas, recognising Britain as a multicultural society. The house system, rooted in British tradition, provides excellent leadership opportunities and fosters a strong sense of community.

Respect for others underpins college life, aligned with the Equalities Act (2010) where the host country's laws permit. Those characteristics which UAE law precludes the college from addressing are marriage and civil partnership, gender reassignment, sex and sexual orientation. The personal, social, health and economic education (PSHE) programme plays a central role, teaching pupils how to stay safe and healthy, manage relationships and use technology responsibly. Pupils learn about personal finance, cultural diversity and the value of inclusion. Teachers deliver sex and relationships education through science and PHSE, with parents able to withdraw their children in line with policy.

Over 400 extra–curricular activities extend and enrich the curriculum. Sports, music, dance, debating and academic clubs run daily before school, after school and at lunchtime. Pupils of all ages develop interests, build skills and take on leadership roles through these popular activities.

Teachers use the local and wider environment to enrich and deepen pupils' learning. Pupils explore sustainability at Kite Beach, climb in Al Ain, and camp in Ras al Khaimah. International trips, such as surfing in Sri Lanka, combine adventure with study of tourism's environmental impact. Guest speakers, including doctors, pilots and entrepreneurs, inspire pupils with real world expertise to think about future careers. Partnerships with community organisations, cultural institutions and businesses provide authentic and valuable learning experiences. All Year 10 and Year 12 pupils complete work experience. Pupils lead fundraising for charities such as 'Dubai Cares' and 'The Sparkle Foundation' strengthening their sense of responsibility.

The college prepares pupils effectively for the next stage of education. Careers guidance begins in the pre-prep with visits from professionals such as firefighters and police officers. Older pupils access online careers platforms and structured guidance. In Year 12, the Brighton Diploma requires, for example, volunteering, independent reading, and research building students' competencies for university and employment. The futures counsellor delivers a comprehensive programme to prepare students for university.

Leaders monitor the curriculum rigorously to ensure pupils strong progression in knowledge, skills, and understanding. Teachers collaborate across phases to ensure continuity; for example, in the Reception Year, children experience taster lessons in Year 1 while Year 6 pupils benefit from a smooth transition to Year 7.

Following self-evaluation, leaders prioritised oracy as a whole-college focus, strengthening pupils' ability to articulate ideas with confidence and clarity.

The quality of teaching, learning and assessment is outstanding.

The combination of quality teaching, strong learning skills and effective assessment procedures lead to pupils' rapid and sustained rates of progress and high levels of

attainment. Teachers are highly qualified and benefit from regular, research-informed professional development that refines and extends their practice. Their secure subject knowledge and clear understanding of effective pedagogy enable them to motivate pupils and inspire a genuine love of learning. Lessons are well planned and structured with established routines, appropriate pace, and consistently high expectations that underpin pupils' success.

Resources, including the skilled deployment of teaching assistants, are used effectively to support learning for pupils. Teachers employ probing questioning and high-quality modelling to deepen pupils' understanding and develop subject-specific skills. In Year 12 mathematics, the strong classroom discussion with highly appropriate examples clearly demonstrated students' grasp of the sine rule. Teachers set suitably challenging work that builds successfully on pupils' prior learning. Teachers and learning support assistants ensure pupils with SEND make progress in line with their peers through well-targeted support. Leaders adapt the curriculum and provide in-class support and withdrawal interventions that help pupils reach their potential. Teachers provide the most able pupils with extension tasks and enrichment opportunities that extend and deepen their learning. Teachers use digital technology to enhance teaching and learning, but its potential is not yet fully realised across some areas of the curriculum, such as English and mathematics.

Pupils' attitudes to learning are exemplary. They demonstrate high levels of self-reliance, motivation, independence, and perseverance in striving to meet ambitious goals. Older pupils monitor their progress against personal targets and exhibit strong self-discipline. Pupils make effective connections between different areas of learning and confidently apply knowledge and skills across subjects. Communication skills develop rapidly, including among pupils for whom English is an additional language. Pupils work effectively both collaboratively and independently, as seen in a Year 6 English lesson where they worked together to improve their use of speech marks in individual writing. Problem-solving and critical thinking skills are fostered across a wide range of academic and practical subjects.

Teachers and pupils build exceptionally positive and respectful relationships, contributing to excellent behaviour and creating learning environments where pupils feel secure and willing to take intellectual risks. Pupils value the encouragement from and support of their teachers and are confident that staff are committed to helping them achieve their best. Teaching actively promotes British values and the growing focus on diversity, equality, and inclusion ensures that all pupils are treated with fairness and respect.

Assessment is used consistently and effectively to identify strengths and areas for development. Teachers track pupils' progress over time, using external benchmarking and examination results to validate internal assessments and compare performance with national and international standards. Teachers provide constructive feedback and apply it consistently, enabling pupils to reflect on their progress and improve their work, as seen in a

Year 10 combined science nutrition lesson where pupils responded effectively to detailed feedback and questioning to deepen and correct their understanding. Regular opportunities for self-assessment further develop pupils' ability to evaluate their own learning and take responsibility for improvement.

Overall, teaching, learning and assessment are of the highest quality. Pupils achieve excellent outcomes and are exceptionally well prepared for the next stage of their education.

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

Pupils across the college demonstrate exemplary behaviour and they form highly positive relationships with their teachers and peers. They display enthusiasm for learning and a genuine enjoyment of life at the college, cultivating confidence and resilience through the college's supportive environment. Pupils of all ages show empathy and respect for others, living out the college's vision to be curious, confident, and kind.

The college embeds the pupils' voice strongly in daily life. Pupil councils represent their peers, and the active involvement of head pupils in the local advisory board (LAB) meetings ensure that pupils feel listened to and valued.

The college integrates British, Brighton College, and Islamic values cohesively, presenting them as complementary perspectives of shared principles. Pupils speak confidently about the importance of democracy, tolerance, and the rule of law, and recognise the college's ongoing promotion of diversity, equality, and inclusion. Admissions, induction, and support processes for SEND reflect the college's inclusive ethos. Pupils of all backgrounds, including those with additional learning needs, collaborate freely in lessons and activities without any sense of segregation or exclusion.

The college explicitly prohibits the promotion of partisan political views. Pupils are knowledgeable about both the host country and Britain, and pupils demonstrate strong understanding of British history, institutions, and governance. Many older pupils are well informed about the National Health Service, parliament, and the UK university system, with the majority of Year 13 students pursuing higher education in the UK.

The curriculum and co-curriculum are appropriately designed to support the holistic development of pupils. Activities such as the Duke of Edinburgh Award at Bronze, Silver and Gold provide challenge and leadership opportunities for pupils from Year 9 to Year 13. The college offers sports equitably to boys and girls, with gender-specific options where appropriate, while lessons promote full integration and collaboration.

PSHE and moral, social, cultural (MSC) lessons support pupils' physical, emotional, and social development. In these lessons pupils explore well-being and healthy lifestyles such as in Year 7 MSC where pupils use artificial intelligence (AI) to design individual healthy seven-day menus. Opportunities to participate in outreach and charitable initiatives are frequent, and pupils' acts of kindness are celebrated publicly through the house system and in assemblies, reinforcing the college's values. The house system fosters belonging and teamwork, while leadership roles are democratically appointed, encouraging responsibility and active participation.

Staff model high standards of conduct and exhibit positive attitudes, maintaining consistently high expectations for all pupils. The college recognises both academic excellence and individual talents beyond the classroom, offering support and encouragement for both. Counselling and careers services are accessible, and pupils can identify trusted adults that they can approach for advice or support.

Parental engagement is strong. The college gathers feedback through surveys, class representatives, and the friends of Brighton parent association. Targeted focus groups tackle specific concerns, such as the introduction of phone pouches for senior pupils in Years 7 to 11. Alongside staff meetings and surveys, and input from the pupil council, these mechanisms ensure continuous dialogue with the key stakeholders.

Feedback from parents, teachers, and pupils confirms that the college is a safe, supportive, and inclusive environment. There is shared recognition that the college promotes well-being, mutual respect, and a culture of tolerance that embodies its core values.

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

The welfare, health and safety of pupils are outstanding.

The college prioritises pupils' welfare, health, and safety through outstanding arrangements that foster a secure and supportive environment. Pupils arrive punctually, enjoy college life and feel safe and well cared for. Attendance remains high at 96.9%, improving from 96.2% in the previous year, consistently exceeding UK averages. Leaders monitor attendance rigorously and work closely with families to maintain low absence rates.

Pupils settle in quickly and integrate confidently with their peers. Staff deliver a structured induction programme that includes online meetings for new families with buddies and house leader support for new pupils. Pupils with additional needs benefit from tailored transition plans that prepare them for new learning and help them feel comfortable in unfamiliar settings.

The college promotes personal well-being through a coordinated support network. Tutors, house staff, senior leaders, counsellors, and well-being ambassadors provide early help and guidance. Pupils know whom to approach when facing difficulties and consistently report feeling safe, secure and happy.

Staff work in a healthy and safe environment where they are valued by senior leaders. All follow a code of conduct that promotes positive relationships and pupils' well-being. Leaders implement a comprehensive health and safety policy that clearly defines roles and responsibilities and aligns with UAE legislation. They review this policy annually to ensure continued compliance and effectiveness.

Staff receive training in risk assessment and follow a clear policy and protocols that include estimating risk levels, applying control measures and assigning ratings to activities. The headteacher signs off all assessments which are stored securely. Leaders also oversee a fire safety policy and ensure that staff receive termly training and participate in regular drills alongside pupils.

Behaviour across the college is excellent. Staff and pupils build respectful relationships that create a positive climate for learning. All staff enforce the behaviour policy that includes clear sanctions for misconduct. Leaders respond swiftly and effectively to the rare incidents of bullying. Pupils consistently model the college's core values of curiosity, confidence, and kindness.

Staff follow a first aid policy and apply well-established procedures to manage accidents. Leaders keep staff informed about pupils' medical needs and monitor incident reports closely. The head of operations and science technicians ensure chemicals are stored safely in locked metal cabinets. They are disposed of safely through the use of an external company.

A strong safeguarding culture exits. Safeguarding remains a whole college priority. All staff understand their shared responsibility and follow policy and procedures that reflect UK expectations. Staff undergo annual training based on the latest guidance from England including Keeping Children Safe in Education. Three designated safeguarding leads (DSL) and deputies hold advanced qualifications and respond promptly and effectively to concerns. Staff record and store safeguarding incidents securely.

Teachers embed safety education across PHSE, MSC, and computing lessons. Pupils report feeling safe. They learn how to stay safe online and offline, promote healthy eating and

recognise how their actions affect others. Parents consistently report high levels of trust in the college's care and wear identity lanyards diligently while on site.

Part 4. The suitability of the proprietor and staff

The college meets the requirements of this standard.

The college skilfully recruits highly qualified staff who align with its values.

The college maintains a robust, compliant and closely monitored single central register (SCR) alongside rigorous safer recruitment procedures. It operates the SCR through a system that issues automated alerts for expiring checks and provides the headteacher with a real-time dashboard view. This ensures efficiency, immediate visibility of compliance and facilitates proactive oversight.

The college keeps separate SCRs for employees and contractors, extending these to checks on visitors, parent helpers, supply staff, governors, and outsourced companies, where relevant. It completes all required checks, including start dates, identity verification, right to work in the UAE, attested qualifications, medical checks and two verified references. UK nationals must provide an International Child Protection Certificate (ICPC). All staff must also secure approval from Dubai's Knowledge and Human Development Authority (KHDA) to teach in the UAE. The new process now incorporates two references, curriculum vitae verification, police clearance, and a 90-day notice rule for inter-school transfers, further strengthening safeguarding assurance.

The college records safeguarding training in the same system. Currently, nine staff hold level 3 certification. DSLs deliver face-to-face safeguarding training for all contractors through a rolling programme as they join, ensuring understanding and accountability for all adults on site.

Governors maintain clear oversight of recruitment and safeguarding. The lead safeguarding governor also holds level 3 certification, which appears on the SCR.

The college continues to strengthen its external safeguarding network. It has established links with the British Embassy and actively engages with the BSME Safeguarding Network. This collaboration provides valuable opportunities for professional dialogue, including recent discussions on drug awareness and emerging safeguarding themes.

Part 5. The premises and accommodation

The college meets the requirements of this standard.

The campus is a purpose-built, state of the art 20-acre campus. It provides an attractive and well organised learning environment that supports a wide range of teaching styles and promotes pupils' academic and personal development. Leaders monitor the impact of resources on learning closely to plan improvements to the physical environment.

Leaders and security staff maintain a safe and secure site. They restrict entry and exit, monitor access closely and control traffic speed. Closed-circuit television (CCTV) operates across the campus and all adults wear lanyards that clearly identify their role.

A dedicated premises team ensures facilities remain in excellent condition. Staff monitor the quality of resources and accommodation regularly. Classrooms are light, clean and spacious with appropriate furniture and white boards for different age groups. Acoustics support effective teaching. In response to rising enrolment, the college recently added 12 new classrooms and learning spaces.

Pupils benefit from extensive specialist facilities. These include two well-stocked libraries, two computer rooms, science laboratories, a drama studio, outdoor learning area for early years, an inclusion suite and a dedicated learning area for pupils learning with EAL. The college also provides a gym, two new artificial turf pitches, a swimming pool, running track and tennis courts. These high-quality sporting facilities support rapid pupils' progress in PE and feature prominently in the extra-curricular programme. The college's reputation for excellence led to its selection as host for the BSME Games.

Toilets, washing areas and changing facilities meet pupils' needs and are clearly labelled. Adults use separate facilities. Showers are available and staff regulate water temperature for safety. Drinking water stations are located throughout the site. Two medical rooms, staffed by a doctor and three nurses provide treatment areas, beds, and toilets. All medicines are stored securely.

The campus offers a warm and welcoming atmosphere. Comfortable seating in the Brighton Café creates a central meeting point for the community. Clear signage and informative displays showcase pupils' work, promote guidance and reflect core British values.

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

The college meets the requirements of this standard.

Parental survey responses and discussions with inspectors confirm that communication between the college and parents is highly effective and meets parents' needs. Parents are overwhelmingly positive about the college, its leadership, and staff. Parents describe leaders

and teachers as approachable, responsive, and efficient in dealing with concerns and providing timely and relevant information. Inspectors share this view.

Parents describe an open-door policy with leaders who are keen to meet them and listen to concerns, fostering an atmosphere where parents feel valued as partners in their children's education. Parents consider communication channels, such as the parent handbooks, the Brighton Review, weekly newsletters, and the website as informative and helpful. Parents appreciate the prompt replies they receive to their emails.

The college encourages parents to share their views through surveys, meetings, coffee mornings, and workshops, as well as through committees such as the friends of Brighton parent association. Class representatives form an effective link between the parent body and the college. Parental representation on the local advisory board (LAB) and their participation in ambassador meetings with senior leaders ensure that parental views influence decision-making. This has led to positive changes, including enhancements to reports, catering, co-curricular provision, and parent and teacher conferences. Working groups comprising parents and staff are convened as needed. Currently groups are focusing on diversity, equity and inclusion, uniform, and digital device use.

Survey results and parent interviews confirm very high levels of satisfaction. Parents believe that their children thrive at Brighton College, feel safe, and that support for their well-being is excellent. They are complimentary about the strong induction processes for new pupils and the college's effective preparation of pupils transferring to UK schools, or on to further education.

Three main online platforms facilitate the flow of academic and pastoral information between the college and parents. Together, these provide live data, event updates, and academic deadlines. Social media groups sometimes supplement communication, and overall, information flow is highly effective.

Parents receive half-termly academic reports and have three opportunities each year to meet with teachers, including pupil-led conferences. Reporting covers attainment, progress, and targets for improvement, and includes results from standardised assessments that benchmark pupils against UK and international standards.

The website provides public access to information about all phases, key staff, and statutory policies. It includes admissions details, behaviour, and exclusion procedures, as well as educational and welfare provision for pupils with SEND and EAL. The college publishes contact details for senior leaders and the governing board.

7. The school's procedures for handling complaints

The college meets the requirements of this standard.

A thorough and clear complaints policy is easily accessible to parents on the college's website.

The policy outlines a staged procedure, with clear timescales. It begins with informal concerns usually dealt with by the parent relations executive. Parents can submit a formal written complaint through a dedicated email address. The college communicates the outcome in writing. If parents remain unsatisfied, they can submit an appeal to the board. In such cases, the board invites parents to a hearing with at least three individuals not directly involved, including one independent member. The panel completes its report within time limits and communicates its findings in writing to all parties. The college logs all complaints, maintaining confidential records of the complaint, responses and outcomes.

The parent relations executive plays a pivotal role in maintaining strong, two-way communication between families and the college. Informal complaints and parental feedback are handled systematically and transparently. A log of minor concerns is maintained and reviewed monthly with the headteacher, ensuring accountability and follow-up. The college's approach prioritises early intervention and communication as a way of preventing escalation.

The single formal complaint in the previous year was handled promptly and appropriately, demonstrating both fairness and sensitivity. The swift resolution, within three days, and transparent communication to the parents concerned show the college to be highly supportive of and responsive to complaints.

Part 8. Leadership and management of the school

Leadership and management of the college are outstanding.

Leaders at Brighton College demonstrate exceptional strength, stability and capacity for sustained improvement. The headteacher and heads of phase lead with a strong culture of trust and kindness so that every member of the community feels valued. Distributed leadership has strengthened the college's capacity as it has grown. Leaders at all levels ensure that the BSO standards are consistently met.

The college's vision is fully embedded across the community, with staff, pupils, and parents articulating and living its core values. This clarity of purpose enables the college to preserve its distinctive ethos while managing significant growth.

Leaders at all levels communicate ambition and drive innovation. They remain highly visible and accessible, inspiring staff and pupils by modelling high expectations and professional

excellence. They listen actively, value opinions and involve staff in shaping decisions. Staff describe the college as supportive, inclusive, and professionally rewarding. They feel well trained, engaged, and extremely proud to work at the college. Professional learning aligns closely with college priorities while also supporting personal development. Middle leadership development is a particular strength, with opportunities for both external and in-house leadership courses. High staff retention reflects the positive working culture and strong sense of belonging fostered by leaders.

Parents and pupils also express strong satisfaction. Pupils describe the ethos as welcoming, academically ambitious, and community-driven. Parents value the college's openness, and the responsiveness of leaders to feedback.

The governing body fulfils its responsibilities with rigour and integrity, ensuring the distinctive Brighton College ethos remains central. Governors ensure legal compliance and maintain robust financial policies. They act as effective critical friends, balancing accountability with support. Their scrutiny of academic outcomes, safeguarding, and other priorities demonstrates this balance. Specialist governors for safeguarding, health and safety, and inclusion provide targeted oversight, ensuring compliance and best practice. Regular meetings, focused questioning, and visible engagement with staff and parents reinforce accountability and transparency.

The LAB, while not a part of the governing body, provides valuable governance insight. A Bloom representative ensures alignment between LAB discussions and the governing body. The LAB influences policy, inclusion, and community engagement with clear evidence of impact. Focused working groups have led to tangible outcomes, including a revised mobile phone policy, improved inclusion spaces, and expanded career talks. Communication to the wider parental community remains effective and transparent.

Governors and the LAB work in close collaborative and respectful partnership with the headteacher, empowering him to lead while holding him to account through appraisal and performance management. This relationship is open, constructive, and respectful, with clear boundaries that ensure stability and clarity of direction.

Leaders and governors promote equality and tackle discrimination with authenticity and impact. The appointment of a diversity, equity and inclusion (DEI) coordinator has embedded inclusive practice across assemblies, curriculum planning, recruitment, and staff training. The college celebrates cultural and religious diversity, fostering a culture that is kind, cohesive and respectful.

Leaders and governors ensure safeguarding procedures are robust and effective. Leaders prioritise well-being as a whole-college focus, embedding it into strategic planning and daily practice. The counsellor plays an integral role in leadership meetings, ensuring cohesive pastoral support.

Self-evaluation and strategic planning are rigorous and impactful. Leaders use data effectively to monitor performance and identify areas for improvement. Leaders have identified the need to refine and advance the college's digital strategy to keep pace with rapid change and emerging technologies. Subject action plans and line management meetings align closely with appraisal targets and the whole-college development plan. Surveys, including the BSO survey, confirm high levels of satisfaction across the community.

EYFS provision

The quality of early years' provision is outstanding.

Pre-prep provision is outstanding. Most children enter with knowledge, and skills above those typical for their age. High quality, skilled teaching enables them to make excellent progress across all areas of learning. By the end of the Reception Year, the proportion attaining a 'Good Level of Development' (GLD) surpasses national averages in England. Children become confident, successful learners including those with additional needs.

Staff deliver the EYFS curriculum with precision, ensuring all prime learning areas support academic, personal and emotional development. Teachers foster a strong sense of community and belonging through initiatives such as 'special helpers', 'reading buddies' and free-flow access between classrooms. This encourages shared responsibility for resources and learning spaces.

Teaching quality is consistently high. Staff understand how children learn and develop and structure lessons to meet individual needs. They model language and behaviour and help children learn to take responsibility for their learning and behaviour effectively, so that children take ownership of their learning. Teachers break instructions into manageable steps and offer varied activities that promote understanding and skills development.

Children behave exceptionally well. They are happy and welcoming, and show kindness and curiosity and enthusiasm for learning. They collaborate confidently, express excitement about new ideas and understand the value of learning. Relationships with staff are warm and trusting, creating a secure and nurturing environment.

The learning environment remains orderly and stimulating. Staff label resources clearly with photographs and text to support independence. Indoor and outdoor learning spaces are very well maintained and used purposefully.

Staff build strong partnerships with parents. Families frequently receive regular updates through a dedicated online application, newsletters and the college's website. Staff remain accessible daily. Teachers provide formal reports and meetings to discuss children's progress.

Leadership is highly effective. Leaders and staff know each child well and understand their strengths and next steps. They monitor teaching and learning rigorously and implement a development plan that is ambitious yet achievable.

By the end of pre-prep children transition smoothly to the next stage. High quality teaching and robust transition arrangements ensure they begin the next phase of their learning ready to thrive.

Post-16 provision

The quality of Post-16 provision is outstanding.

Sixth form provision represents a significant strength of the college. Strong Year 11 retention and the addition of 30 new students reflect its growing reputation and appeal. It combines academic rigour, vocational opportunity, personal development and well-being to meet students' diverse aspirations.

The sixth form leadership team fosters an inclusive, ambitious culture, and a strong pastoral and careers focus. Students consistently achieve strong outcomes across all pathways. Leadership ensures a strong focus on continuous improvement.

The curriculum responds well to students' needs, valuing academic and vocational routes equally and offering comparable levels of challenge and success. The extended project qualification (EPQ) continues to grow, enhancing students' independent research and critical thinking skills. The unique Brighton College sixth form diploma provides a holistic framework for reflection, target setting, and community engagement, evident in the rise of student-led clubs and initiatives. Clear entry requirements and flexible pathways support individual students' potential. Staff monitor students' English and mathematics development closely with minimal retakes required. Teaching quality remains a standout strength with students describing staff as supportive, approachable, and responsive to individual needs.

Careers education and guidance are exemplary. A coherent futures pathway offers aspirational university guidance with a global outlook. Partnerships with Uni for All, expert staff input, and visits to leading UK universities, including Oxford, Cambridge and Imperial College, London, reinforce a culture of ambition. The work experience programme combines structured preparation, tailored placements, and strong parental involvement. Students praise careers and subject guidance, citing knowledgeable teachers, open-door support, events, and clear links to UK pathways. Almost all students progress to university, mainly to the UK but also the USA, Canada, Europe and the UAE.

The students' voice plays a central role, and regular feedback opportunities influence leaders' decisions. Leadership roles are extensive, including head student roles, well-being

ambassadors, house captains, sports leaders with students taking the initiative in organising activities such as charity trips. Students express a strong sense of belonging and pride. New students settle in quickly, describing the ethos as welcoming, academically focused, and community driven. The distinctly British culture, shaped by UK trained staff, supports smooth transitions from and to other British schools.

Students feel confident and supported in raising concerns, knowing whom to approach. They widely recognise the college's values, and diversity and inclusion thrive through student-led initiatives and assemblies.

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. The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii) or 5 (b)(vi). The college encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race and religion or belief, as set out in the Equality Act 2010.

What the school could do to improve further

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

While digital technologies are integrated appropriately into teaching and learning, they are not yet fully exploited across the college. Leaders recognise that there is the need to strengthen and evolve the college's digital strategy so that it remains responsive to ongoing technological advancements, such as AI. By doing so, pupils will develop strong digital competence and awareness, underpinned by safe and responsible practices.

Summary of inspection judgements

	Outstanding	Good	Satisfactory	Inadequate
The quality of education				
Overall quality of education	X			
How well the curriculum and other activities meet the range of needs and interests of pupils	X			
How effective teaching and assessment are in meeting the full range of pupils' needs	X			
How well pupils make progress in their learning	x			
Pupils' spiritual, moral, social and cultural development				
Quality of provision for pupils' spiritual, moral, social and cultural development	X			
The behaviour of pupils	X			
Welfare, health and safety of pupils				
The overall welfare, health and safety of pupils	X			
Leadership and management				
Overall effectiveness of leadership and management	X			

School Details

Name of school	Brighton College Dubai
Type of school	Private
Date school opened	2018
Age range of pupils	3 to 18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1,440
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	64,175 to 105,773 AED
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 His 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 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

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.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims 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 colleges.

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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Education Development Trust

16-18 Duke Street

Reading

RG1 4RU

UK

Report reference no: 11/70/2025