International School of Creative Science, Nad Al Sheba, Dubai

British Schools Overseas Inspection Report

Inspection Dates:	2 to 5 February 2026
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Age Group: 3 to 18

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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. Education Development Trust (EDT) 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 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; 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, learning 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**

Information about the school

The Bukhatir Education Advancement and Management (BEAM) Group founded the International School of Creative Science, Nad Al Sheba (ISCS), Dubai in 2016 and operates six schools across Sharjah, Dubai and Bahrain. ISCS is an independent, multicultural day school for boys and girls aged three to 18, located in Nad Al Sheba 3.

The school is fully inclusive and non-selective. The Bridge, providing on-site specialist provision for pupils with the most complex needs, opened in 2025.

The school currently educates 1,969 pupils aged three to 18, including 314 children in the early years, 1,101 pupils in the primary phase, 481 in secondary and 73 in the sixth form, making it significantly larger than many comparable all-through schools in the region. The school is co-educational from foundation stage (FS)1 to Year 4, with boys and girls educated separately from Year 5 onwards, reflecting the school's ethos.

Pupils represent over 45 nationalities, with Arab pupils forming the largest ethnic group at 47%. There are 182 pupils identified as having special educational needs and/or disabilities (SEND), including 12 pupils educated within the on-site specialist provision in The Bridge. About 82% of pupils speak English as an additional language (EAL).

Children in the nursery follow the early years foundation stage (EYFS), while pupils in the primary school and key stage 3 follow the national curriculum for England (NCfE). At key stage 4, pupils study a range of eight IGCSE subjects alongside BTEC International level 2 certificates in sport and business and the Award Scheme Development and Accreditation Network (ASDAN). In the sixth form, students typically take three to four A levels from a choice of 14 subjects, as well as a BTEC level 3 National Diploma in applied science and business, and the level 3 National Certificate in sport.

At IGCSE in other subjects and in most A-level subjects, cohort sizes are very small, making broad statistical comparisons unreliable.

Pupils' mobility is a recognised feature of the school's context and reflects its inclusive admissions approach within a highly international community. The school admits pupils at multiple points throughout the academic year, including mid-phase and from a range of different curriculums. In the 2024-25 academic year, 280 new pupils joined the school. In the 2024-25 IGCSE cohort, 35% of pupils joined from Year 9 onwards, while in the sixth form, a significant proportion of students joined in Year 12 in subjects such as business, psychology and science.

Staff turnover is low at 8% for the 2025-26 academic year. Approximately 90% of students progress to universities in the UAE, the UK and worldwide at the end of Year 13.

ISCS is a member of British Schools in the Middle East (BSME). The school won the Mental Health award in 2022, the Carnegie Center of Excellence for Mental Health in Schools Mental Health Award (2024-27), the Dubai International Humanitarian Aid and Development (DIHAD) for its 'Outstanding Contribution to DIHAD 2023' and the eSafe COP Award for Child Online Protection in 2023.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four EDT inspectors who spent four days at the school. The BSO registration and self-review documents were completed in advance and the inspection dates were confirmed with 10 weeks' notice. Inspectors reviewed key information about the school prior to the inspection.

During the inspection the team visited 79 part-lessons and carried out learning walks, including extra-curricular and enrichment activities. A total of 36 lessons were jointly observed with leaders. Inspectors also attended assemblies and daily school events. The team held 30 meetings with leaders, teachers, pupils, parents and members of the school's governing board.

Inspectors scrutinised pupils' work and reviewed a broad selection of documentation, including assessment records, policies and strategic plans. Safeguarding arrangements were 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

The International School of Creative Science School, Nad Al Sheba Dubai is an outstanding school and provides an outstanding quality of education for pupils from three to eighteen years.

The school meets all of the Standards for British Schools Overseas 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.

Attainment and progress are consistently strong, with no difference in outcomes between boys and girls in key stages 1 and 2. There has been a sustained upward trend in pupils' outcomes in key stage 2 external assessments over the past three years.

In EYFS, teachers plan learning carefully and provide highly personalised support, resulting in excellent outcomes. Ninety-two per cent of children achieve a good level of development in literacy, with 63% exceeding this, 22 percentage points above the England average. In communication and language, 91% of children make rapid progress, achieving outcomes 12 percentage points above the England average, with 55% exceeding expectations. In Year 1, 79% of children met the phonics screening standard, in line with the England average.

In primary, pupils plan, write and edit with precision, structuring arguments logically, selecting ambitious vocabulary and applying rhetorical devices effectively. Pupils develop confidence and fluency early, and this strengthens as they move through the school. For example, in Year 4, pupils articulate ideas clearly as they exchange viewpoints on a persuasive letter exploring the benefits of artificial intelligence, demonstrating a secure understanding of audience and purpose. By Year 6, 91% of pupils attain or exceed curriculum standards, significantly above the England average of 72%.

In the secondary phase, pupils continue to achieve exceptionally well. In key stage 3, attainment and progress remain well above age-related expectations. In key stage 3, pupils sustain high levels of attainment, with 96% working at age-related expectations and 73% above, alongside strong progress, with 83% at age-related expectations and 66% above. There is no overall difference in the rates of achievement of boys and girls. Pupils make perceptive links between writers' ideas, methods and contexts, including global perspectives, and articulate complex interpretations with confidence. Teachers use digital technology effectively to support pupils' independent literacy development, including targeted reading applications in Year 9.

At IGCSE, English language outcomes are high, exceeding international averages. Almost all pupils achieve at grades 9 to 4, with strong value-added rates, with 68% exceeding expectations. In English literature, all pupils achieved at grades 9 to 7. Pupils with SEND and EAL needs achieve particularly well, reflecting the inclusive and responsive teaching. Over time, pupils consistently outperform predicted grades, achieving on average one and a half grades higher. Overall, pupils achieve exceptionally well in English because teaching is of consistently high quality, assessment is sharply focused, and leaders maintain a clear and ambitious vision for literacy across the school. Twenty-six per cent of pupils achieved at the highest grades of 9 to 7, compared with the England average of 16%. In English literature, all pupils achieved the highest grades, significantly exceeding the England average of 20%.

Attainment and progress in **mathematics** are outstanding.

Attainment and progress in mathematics are outstanding across all phases. Throughout the school, boys and girls achieve similar levels of attainment and rates of progress. Pupils with SEND

also achieve results that are overall in line with their classmates. The overall trend in attainment and progress for pupils at all key stages over the last three years is upward.

In EYFS, children learn to measure accurately and name shapes in two and three dimensions. They count confidently to 20 and understand number bonds. Assessment data indicates that attainment has improved over the last three years, with 92% of children attaining at or above age-related expectations, and 56% exceeding them. Ninety-seven per cent of children make at least expected progress, with 65% exceeding age-related expectations.

By the end of the primary phase, 92% meet or exceed expectations, and 85% exceed them. Seventy-five per cent of pupils reach at least age-related expectations, with 73% exceeding them. Pupils know how to simplify algebraic expressions and evaluate different methods of doing so.

In the secondary school, at IGCSE, 94% of pupils score at grades 9 to 4, well above the world average of 69%. Forty-three per cent of pupils achieve at least one grade higher than their 'if challenged' target grades. Pupils calculate with precision and efficiency, selecting and applying trigonometric principles accurately to reason, solve problems and justify their thinking. Outcomes at the highest grades are strong, with 43% of pupils achieving at grades 9 to 7 against an international average of 17%.

At A level, all students achieve at grades A* to E, compared with the UK average of 78%, although the small number of candidates make comparison with national and global averages unreliable. At A level in 2025, 50% scored at least one grade higher than their 'if challenged' target grade. Students at this stage apply formulae appropriately, handle binomials confidently, and use Pascal's triangle for a range of purposes.

Attainment and progress in **science** are outstanding.

Pupils' attainment and progress in science are outstanding overall. All groups of pupils, including those with SEND and EAL, make similar rapid rates of progress when compared to their peers.

In early years, children enter the school with knowledge and understanding of the world that are well below their age-related expectations. They make rapid progress as a result of the excellent continuous provision. For example, FS2 children observe and predict how the role play volcano erupts when vinegar and bicarbonate of soda mix and expand. By the end of the early years, 79% of children achieve a Good Level of Development in understanding the world.

As pupils progress in the primary school, they make excellent progress and develop strong knowledge and scientific skills. In Year 2, pupils enthusiastically investigate and identify the body features of molluscs, using excellent scientific terms to explain their findings. Pupils continue to enjoy scientific experiments. In Year 6, pupils superbly explain the impact of imbalanced blood components on the functions of the blood system. By the end of key stage 2, in internal assessment and external tests, 86% of pupils attain above curriculum standards and national expectations

In secondary, pupils develop excellent scientific knowledge and enquiry skills. Year 8 pupils independently plan and carry out investigations to determine which metal is the best conductor, developing strong reasoning skills. At IGCSE, 85% of pupils score grades of 9 to 4 in biology, 68% of pupils achieve at least two grades higher than their 'if challenged' target grades. At IGCSE, 85% of pupils score grades of 9 to 4 in chemistry, with 61% of pupils achieving at least one grade higher than their 'if challenged' target grades. At IGCSE, 89% of pupils score grades of 9 to 4 in physics, 57% of pupils achieve at least one grade higher than their 'if challenged' target grades. High proportions of pupils also attain at the highest grades. In physics, 78% achieved at grades 9 to 7. These outcomes are at least 23 percentage points above international averages.

In 2024-25, five students took A level. The relatively small number of entries makes comparisons difficult with three students in biology, two in chemistry and two in physics. Currently, in lessons and students' work, most students attain above curriculum expectations and make excellent progress. In Year 13, students develop excellent knowledge of thermodynamics and properties of pressure, volume and temperature. The school has introduced BTEC courses at levels 2 and 3, the results of which are not yet available. In Year 13, students confidently plan and justify valid and reliable investigations, developing strong scientific skills.
Pupils' attainment and progress in a range of **other subjects** are outstanding.

In primary, outcomes in art, computing, humanities and physical education (PE) are high, with 61% achieving above expectations in computing by the end of Year 6.

In 2025, the vast majority of pupils achieved at grades 9 to 4 in French, geography, psychology, and business. In computer science, all students achieved at grades 9 to 4 at one grade above their 'if challenged' target grade, placing the school among the top 10% globally. All pupils achieved a pass rate in the BTEC National Certificate level 2. Year 11 distinctions increased from 36% in 2024 to 80% 2025. All pupils with EAL achieved distinctions in 2025 and all pupils with SEND achieved 100% pass rate.

At A level, students continue the trend of outstanding progress and attainment in foundation and other subjects. In 2025, 56% of students achieved at A* to C in business with 50% at one grade above their 'if challenged' target grade. Sixty per cent of students achieved at A* to C in psychology with 60% at one grade above their 'if challenged' target grade. All students achieved at A* to C in accounting, all one grade above their 'if challenged' target grade. All students successfully completed the first BTEC level 3 National Diploma qualification in business in 2025.

Those outcomes reflect pupils' strong capacity to think independently, articulate their ideas with clarity and confidence, and apply their learning effectively in complex, real-world contexts.

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, learning 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 in February 2026, 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 school in each phase, meets the requirements of the NCfE. This forms the core of the taught content, although school leaders supplement and embellish it as part of a regular review process. It is coherent and well matched to the non-selective admissions policy of the school. School leaders manage the transition between phases successfully with, for example, effective communication between the leaders of EYFS and primary and specialist secondary teachers working in Year 6 in the third term. The school provides a curriculum that meets the requirements of the host country.

The curriculum ensures that it provides for the needs of all groups of pupils, including those with SEND, EAL, and the highest attainers. It does this through adaptive teaching in mainstream lessons, and, where necessary, in a small number of cases by specific interventions.

Leaders actively promote the fundamental British values of democracy, the rule of law, individual liberty, and tolerance and respect for those of different cultures and beliefs. Similarly, they promote respect for others with regard to the protected characteristics of age, marital status, disability, maternity and pregnancy, race, and religion or beliefs. Due to local legal requirements, aspects relating to marriage and civil partnership, gender reassignment, sex and sexual orientation are not addressed within the curriculum. However, pupils are consistently

encouraged to value diversity, demonstrate mutual respect and develop tolerance and understanding of different cultures and beliefs.

Pupils learn about public institutions and services in the UK and the UAE, through teaching which roots learning to real-life situations. Pupils can discuss parliament, the national health service (NHS), and the constitutional monarchy. In English, for example, pupils learn about the historical context of a text, for instance, the Gunpowder Plot and its religious background.

An age-appropriate programme of personal, social and health education (PSHE) supports this process, which also underpins the broader academic curriculum. A suitable relationships and sex education (RSE) programme is in place and leaders review it regularly in response to the opinions of pupils and parents, who may withdraw their child from any part of it if they choose. The school publishes a written policy and ensures that parents can readily gain access to it.

From the start of the secondary school, pupils have access to a highly effective programme of information and advice about their future pathways. In discussion, pupils confirm that they feel well prepared for the next stage of their education or for employment.

The school has also developed a popular and wide-ranging programme of enrichment activities. This has its rationale in its educational purpose and its adherence to the school's core values, enhancing learning and fostering personal qualities. These activities include the Model United Nations, the Duke of Edinburgh's Award scheme, sport, creative arts, science, technology, engineering and mathematics (STEM) projects and opportunities for service. For example, a formal partnership with Emirates Red Crescent supports pupil-led humanitarian initiatives that nurture empathy and global responsibility. Weekend character-development programmes, staffed by trained volunteers, provide safe and inclusive environments for children from in and outside the school to build good character, confidence and healthy habits.

The school has effective links with its wider local community, for example, the Dubai Police and Dubai Civil Defence to reinforce safety, e-safety and anti-bullying initiatives.

Overall, the curriculum prepares pupils exceptionally well for the next stage of their education and for future life.

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

Teachers demonstrate secure and expert subject knowledge, which enables them to explain concepts with clarity, precision and confidence, making learning meaningful for pupils of all abilities. Teaching is inclusive by design, ensuring that all pupils, including those with SEND, gain access to the same rich curriculum while receiving appropriate support to succeed. As a result, pupils develop deep subject understanding alongside transferable skills, becoming confident, articulate and increasingly independent learners.

This precision underpins the school's unwavering commitment to ensuring that all pupils become confident, ambitious and well-rounded learners with deep subject knowledge and transferable skills. In art, pupils work with exceptional focus and autonomy, using mind maps to generate and refine ideas while applying accurate technical vocabulary, such as composition, watercolour techniques and colour harmony, and making meaningful cultural connections such as between London Bridge and the Burj Khalifa. In computer science, pupils demonstrate highly

developed learning behaviours, thinking deeply through concept mapping with strong levels of collaboration.

Teachers have established a coherent, shared approach to teaching and learning, grounded in cognitive science and deliberate practice. This shared approach provides a consistent language for teaching and learning across all phases and subjects, ensuring clarity, coherence and continuity for pupils. Within this structure, teachers routinely activate prior learning and recall, model new knowledge with precision, and provide purposeful opportunities for guided and independent practice. Lessons are calm, orderly and highly productive, characterised by strong routines, clear success criteria and high levels of pupils' engagement. Teachers' subject knowledge is strong, enabling them to explain concepts clearly, anticipate misconceptions and adapt learning effectively in real time.

Assessment for learning is deeply embedded and used intelligently to match teaching to pupils' needs. Teachers use skilled questioning, live feedback, mini-plenaries and continuous scanning of pupils' responses to tackle misunderstandings immediately and deepen challenge. Exceptional teaching, learning and assessment are evident across a wide range of subjects and phases. For example, in Year 4 science, skilled questioning and hands-on investigation deepen pupils' understanding of states of matter, with pupils articulating complex concepts accurately. In secondary computing and English, expert subject knowledge, real-world applications and high-quality dialogue enable pupils to think critically, collaborate effectively and produce high-quality outcomes, demonstrating strong rates of progress and independence.

Pupils articulate confidently how feedback supports their learning and next steps, reflecting a strong culture of metacognition and reflection. This ensures that pupils make strong rates of progress in line with, and often exceeding, their starting points.

The school's approach to additionality and inclusion is exemplary. High-quality adaptations for pupils with SEND are evident across lessons, including scaffolded tasks, visual modelling, assistive technology and flexible grouping. Specialist interventions and personalised in-class support enable pupils with SEND to gain access to core learning alongside their peers while promoting their independence. This exceptional inclusive practice reflects the school's strong values and commitment to equality.

While teaching is highly effective overall, leaders have accurately identified a small area for refinement. In a small number of lessons, pupils' handwriting and transcription do not consistently reflect the quality of pupils' thinking and oracy. Leaders are well placed to remedy this through a coherent, whole-school approach.

Overall, teaching, learning and assessment are outstanding, driven by visionary leadership, exceptional practice and an inclusive culture that enables all pupils to thrive with sustained levels of engagement and increasingly sophisticated understanding.

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

The standards relating to the spiritual, moral, social and cultural (SMSC)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 behave in a way which consistently shows awareness of others both in and outside the classroom. They bring a positive and supportive approach to their learning. The culture of the school also means that they treat each other with dignity and without discrimination. As a result, relationships with teachers and among pupils are warm and mutually respectful, which enhances learning and fosters a harmonious community.

Pupils show high levels of self-esteem, and they are eager to take on responsibility. Primary pupils, for example, belong to a group observing safety around the school. Others take on leadership roles in extra-curricular activities, or hosting year group assemblies. These activities develop their confidence and extend their learning and outlook in accordance with the school's values. In key stages 3 and 4, pupils further extend these qualities through participation in initiatives such as the Model United Nations, where they develop the confidence to articulate their ideas publicly, engage thoughtfully with global matters and demonstrate maturity, ethical awareness and cultural understanding.

The school listens carefully to pupils' views through surveys and the school council. Pupils' views have influenced the school's decision-making; for example, leaders implemented longer breaks during the school day in order to enhance pupils' ability to learn more effectively in lessons.

Pupils have a strong working knowledge of public institutions in the UK and in the UAE, with learning across the curriculum based on real-world situations set in those places. The school also actively promotes fundamental British values, for example democracy, through elections of school council representatives. The rule of law finds expression through the school's rules and what the pupils describe as a fair system of rewards and sanctions to tackle instances of misbehaviour. Pupils point to the freedoms that they enjoy in school to choose their own activities, their own subjects and often their own tasks in lessons. They attach a high value to the freedom of speech that they enjoy. They display high levels of tolerance and mutual respect for those of different faiths, beliefs and races. This is a community of many nationalities, which celebrates diversity publicly through festivals or on special occasions, but also daily through a culture of acceptance.

Pupils confirm that respect is a prominent feature in the PSHE programme and assemblies but that it is also woven into the fabric of daily life. A PSHE journal records pupils' responses to a

scenario where a new arrival at the school feels excluded on the grounds of race. The writer describes this as an invitation to remain vigilant and proactive.

The school reinforces these messages through age-appropriate activities; for example, a primary school assembly referred to a story of the Prophet Mohammed (PBUH) and a mistreated camel, inviting deep thought about the nature of respect. Pupils describe how this aligns with Islamic values and their family upbringing. The Islamic ethos underpins every aspect of the school's life, with readings from the Holy Qur'an, and regular acts of worship. The school also promotes the Barakah values, which have their roots in Islam. Pupils have a strong understanding of right and wrong so that they are passionate about their individual response to climate change and recycling, for example, or why bullying is unacceptable.

School leaders regard the pupils' spiritual, moral, social and cultural development, as well as inclusion, as being the golden thread which runs through the school's life. The school succeeds in its aim to achieve academic excellence grounded in strong moral purpose so that pupils learn to become principled, reflective, community-minded individuals.

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

The **welfare, health and safety** of pupils and staff is outstanding.

The school has established robust safeguarding policies and procedures, including child protection, ensuring a strong safeguarding culture across the school. Staff, including designated safeguarding leads (DSL), receive regular safeguarding training and follow clear procedures when welfare concerns arise.

Pupils know about the different types of bullying and are confident to ask for help whenever needed. Pupils spoken to feel very safe and secure and confirm that bullying is rare. Parents appreciate the high priority that the school places on the welfare, health and safety of their children. As a result of high-quality training related to e-safety, parents understand how they can protect their children from the possible negative impact related to social media.

The health and safety management team is exemplary and led by ambitious personnel to ensure the safety and security of the school. They conduct regular and thorough safety checks on the premises and resources in preparation for fire, lockdowns, an earthquake, a flood or sandstorm. Qualified professionals check electrical appliances and fire-fighting equipment regularly. Pupils understand the school's clear and well-communicated fire safety procedures. Leaders display evacuation plans prominently across the site and involve staff and pupils in regular evacuation drills. Staff store chemicals and hazardous substances securely. Classrooms and other areas are hygienic and very safe. The supervision of pupils is thorough in all parts of the school and on the school's transport.

Leaders maintain robust risk assessments across all areas of the school's operation, including trips and visits, classrooms, laboratories, swimming pools and recreational areas. They treat risk assessments as dynamic working documents, reviewing them regularly and evaluating lessons learned to reduce identified risks effectively. Qualified professionals test fire-fighting equipment regularly to ensure compliance with safety regulations.

The canteen provides a range of freshly cooked healthy meals. Events related to healthy eating and sport competitions provide excellent opportunities for pupils to further adopt healthy lifestyles. Highly established security systems and personnel protect pupils from any unauthorised intrusion. The school has a large team of trained first aiders, including paediatric first aid. Staff keep first aid kits fully stocked, and all staff know pupils' medical needs well. The school's doctor and four nurses provide excellent advice and guidance to pupils, staff and parents on how to improve their mental health and well-being and ensure that medical files and medicines are stored safely.

The school reviews behaviour and attendance policies and procedures extremely well, with robust systems in place to monitor any incidents and accidents. Pupils' behaviour is excellent in all parts of the school. Pupils are very clear about the school's behavioural expectations, code of conduct and the consequences of poor behaviour.

Pupils' attendance at 98% is excellent and above the UK average, and their punctuality is very good. Relationships between staff and pupils are cordial and respectful. As a result, learning flows smoothly.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school has a dedicated human resources (HR) team of two, led by one HR manager who conducts all necessary background checks to meet the required safeguarding standards for staff working with pupils.

The school upholds exemplary safeguarding standards by comprehensively recording details for all staff in a rigorously maintained single central record (SCR), including individuals not directly employed by the school such as bus assistants, maintenance staff, canteen staff, supply staff and cleaners.

The SCR covers checks on start dates, identity verification, medical fitness, the right to work in the host country, qualifications, criminal record checks, and references. The SCR register of checks is securely accessible only to the HR manager, the DSL and the principal.

The principal conducts weekly, monthly, and termly audit checks on the SCR. The safeguarding governor does so termly. BEAM ensures full compliance and confidentiality through a rigorous one-day annual safeguarding audit.

The school implements a robust safer-recruitment policy, ensuring a rigorous selection process that prioritises the safety and well-being of all pupils. Six senior and four middle leaders have completed safer-recruitment training to maintain the highest standards in the recruitment and deployment of staff.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

Pupils benefit from a large, spacious, and highly organised and well-resourced campus, which provides an inspiring and welcoming learning environment that motivates pupils to learn. Teachers make full use of the available facilities and resources to deliver the curriculum and to meet the needs and interests of all pupils.

Specialist facilities are of high quality and enrich various aspects of pupils' education. Leaders ensure that information and communication technology (ICT) suites are used highly effectively to strengthen pupils' digital literacy, with senior students using them regularly for research and extended study. Design and technology facilities, food technology rooms, and creative arts provide excellent opportunities for pupils to follow their interests and aspirations. Science laboratories are fully equipped with teaching and learning resources and safety equipment. Sports facilities provide pupils with ample opportunities to further develop their physical skills and to promote their health and well-being.

The swimming pool is very popular and managed effectively by qualified swimming instructors and life guards with suitable changing and shower facilities nearby. Libraries contain a variety of fiction and non-fiction and digital books that promote pupils' love for reading. In early years, furniture and resources are of a high quality, safe and appropriate for the children's ages and stages of development. The outdoor areas provide a wide range of resources that enthuse children to learn, and to support all areas of foundational learning.

Classrooms are large, well-ventilated and maintained to a consistently high standard. High-quality lighting and carefully managed acoustics across the campus create calm, purposeful learning environments, enabling pupils to concentrate deeply and engage fully in their learning. There are lifts and ramps that allow easy access for wheelchair users.

There are four medical rooms which are well furnished and operate efficiently; each includes a sink and toilet facility for the short-term care of sick and injured pupils. The school has an adequate number of toilets for pupils and staff. Cleaning staff maintain them to a consistently

high standard, cleaning them regularly and ensuring they are fully stocked at all times. There are separate prayer rooms and ablution facilities for both boys and girls to use during the day.

The staff take extra care to ensure that pupils have ready access to clearly labelled drinking water in all parts of the school, including the canteen, supporting pupils' health and well-being throughout the day.

The health and safety teams, security guards, support and cleaning team conduct robust checks in all parts of the school to maintain high standards of hygiene, safety and security. As a result, the premises and facilities are very safe, secure and conducive to learning.

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

The school meets the requirements of this standard.

Partnerships with parents are excellent, and parents play an active role in their children's education. With valuable support from the Parent and Teacher Association, parents engage actively in events that support the school's work, including the organisation of national days, and cultural and sporting events. The school keeps parents fully informed about their children's academic outcomes, personal development and well-being. Parents' views, suggestions and concerns are listened to carefully and responded to appropriately as is evident in leaders' decision to expand sports provision following parental feedback.

Channels of communication are highly effective and include electronic messages, newsletters and the school's portal, which enables parents to monitor their children's assessments, behaviour and rewards.

The school's website provides a wealth of information about the curriculum, events, and the contact details of the school's leaders and the proprietorial body. Parents can also refer to previous inspection reports, the school's aims, vision and mission statements, and a comprehensive range of policies and procedures that support pupils' safety and well-being.

Parents spoken to report that they receive at least three written reports from teachers each year. These reports clearly set out pupils' strengths, next steps, behaviour, attitudes to learning and attendance. Parents value open evenings and consultation sessions, which give them regular opportunities to meet teachers and discuss any concerns. Parents of children with SEND meet teachers, support staff and the special educational needs coordinator (SENCO) to contribute fully to individual educational plans and to agree practical strategies that support their children's emotional well-being. In EYFS, parents use an app to track their child's learning and development, contribute to learning profiles and request further information when needed.

Parents expressed very positive views in surveys, and discussions with parents confirm these views. The vast majority of parents agree that their children enjoy being at school and feel safe. Overall, parents are overwhelmingly pleased with the quality of care, support and progress that their children make, and they express strong confidence in the school's safeguarding arrangements. Parents feel confident about approaching leaders, teachers and staff for support and repeatedly highlight the school's strong commitment to providing a nurturing and inclusive learning environment. They comment positively on how well teachers know their children and on the consistently positive 'can-do' attitudes they promote.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The school provides a clear written complaints policy, which parents can easily access through the school's website. The policy begins with an informal stage that focuses on early resolution. Leaders at all levels make themselves readily available to parents at the start and end of each day and remain accessible through electronic communication. This visibility allows leaders to identify concerns quickly and deal with them at the earliest opportunity. This approach reassures parents that the school listens carefully, responds promptly, and applies appropriate rigour when dealing with concerns.

When concerns remain unresolved, parents submit a written complaint and the school progresses the matter to the formal stage. Parents normally address formal complaints to the proprietor, who then informs the principal. School leaders maintain a confidential written record of all complaints and log formal cases on a detailed tracking system. This system clearly identifies the nature of each complaint, assigned responsibilities, communication actions, timescales, and outcomes. Leaders actively review this information to identify patterns or recurring concerns and use it to contribute to ongoing improvements.

Parents may escalate a complaint to a third-stage panel hearing if required, although no complaints have reached this stage since the previous inspection. The panel consists of three members who have played no prior role in the complaints process, including one member who is independent of the school. Parents may attend the hearing and bring a companion if they wish. The panel produces written findings and recommendations, which it shares with all parties and makes available to the principal and proprietor for inspection. The school treats all complaint-related correspondence and documentation as confidential, unless local legal requirements require disclosure.

No complaints have progressed to a panel hearing in the last two academic years, reflecting the effectiveness of the early resolution process.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding.

The principal, governors and senior leadership team provide clear, values-driven leadership that underpins the school's strong performance and sustained capacity to improve. Leaders translate strategic intent rapidly into practice through disciplined self-evaluation, sharply focused improvement planning and regular review. Governors state that 'outstanding does not mean excellence, it means we have to do better.' A key example of this is the strategic inclusive expansion of the sixth-form pathways. Leaders have deliberately broadened academic and vocational provision, including A-level and BTEC routes, improving the curriculum match as a non-selective school, strengthening retention and progression, particularly for late joiners. The Bridge welcomes children with highly complex needs, reinforcing the school's inclusive, non-selective ethos.

Governors explicitly challenge leaders on inclusion, safeguarding and pupils' progress from starting points, embedding a rigorous cycle of internal review that consistently sharpens practice and sustains high standards. As one governor notes, decisions are 'data-driven, not pressure-driven', reflecting a mature evaluative culture. All middle and senior leaders completed the 12-week Inspecting for Excellence programme in the previous year, strengthening their evaluative accuracy and shared understanding of inspection standards.

Governance is highly effective. Clear structures operate within the wider BEAM network, with defined roles across the board, governing body, senior leaders and the academic compliance team. Governors ensure that the school operates legally and with clear financial oversight.

Governors work in close partnership with the principal while maintaining robust accountability. Governors appraise the principal's performance rigorously against agreed key performance indicators, using a scorecard approach of self-evaluation, external evidence and stakeholders' feedback. Governors rightly focus on strategic direction, compliance and impact, while senior leaders retain responsibility for operational leadership.

Senior leaders empower middle leaders to take the lead on improvement initiatives with clear impact measures. Middle leaders articulate clear ownership of improvement and use their autonomy to refine the curriculum, pedagogy and pastoral systems. Examples include iterative curriculum refinement, live coaching and responsive changes to marking and feedback that directly improve pupils' outcomes. Senior leaders entrust heads of core subjects with line-management of additional subject areas, extending their leadership responsibility, strengthening interdisciplinary collaboration and securing greater coherence across the curriculum. Middle leaders state that, 'We don't just lead our subject; we lead learning across subjects'.

Leaders systematically gather the views of pupils, parents and staff through regular surveys, student leadership structures and staff well-being initiatives. Leaders analyse feedback systematically and act decisively, strengthening responsiveness and trust.

Almost all staff say that they are proud members of the school and enjoy working here. Staff consistently describe leaders as approachable and values based. Staff report high levels of support, engagement and professional confidence. Continuous professional development (CPD)

is purposeful and closely aligned to classroom practice, inclusion and leadership development. Staff speak positively about well-being initiatives and clear career pathways, with internal promotion providing strong evidence of retention and pride in working at the school. The 'Step-Up Leadership Programme' further strengthens leadership capacity. Leaders identify aspiring leaders who do not yet hold formal roles and invite them to apply for clearly defined improvement projects aligned to whole-school priorities.

There is strong evidence of capacity building, succession planning and investment in staff development. Thirteen senior leaders are in the process of completing their national professional qualifications (NPQs) and 11 teachers are on the early career teacher (ECT) programme. Currently, 33 staff have been internally promoted.

Almost all parents agree that their child enjoys being at school and feels safe. Parents confirm that the school has a very strong sense of structure and purpose with clear systems in place that support both academic excellence and well-being. Pupils agree that 'It feels like a family. We are known, listened to, and the school keeps getting better every year'.

Leaders promote equality and tackle discrimination effectively. The school responds proactively to its changing demographics, particularly the growth in EAL provision, deploying staff strategically as a result. Well-being provision and inclusive recruitment and promotion practices support staff very well at all levels.

Safeguarding is a non-negotiable priority. Procedures are robust, well-understood and routinely practised, supported by regular training, audits and scenario-based learning. Leaders and governors maintain vigilant oversight, and staff consistently describe safeguarding as 'everyone's responsibility'.

Leaders evaluate performance accurately and rigorously. The school's improvement and five-year strategic plan are coherent, based on evidence and closely aligned, with regular review ensuring sustained impact and responsiveness.

As governors stated, 'outstanding leadership is not about multiplying initiatives; it is about thinking clearly, acting purposefully, measuring outcomes and evidencing success'. The school does that very well.

Early Years Provision

The quality of **early years'** provision is outstanding .

Outstanding early years' provision enables children to make rapid and sustained progress from often low starting points. On entry, around 30% of children are below age-related expectations. By the end of the Reception Year, outcomes are significantly above national averages.

Progress in communication and language and literacy is exceptionally strong, reflecting highly effective teaching, precise assessment and an ambitious, well-sequenced curriculum. By the end of Year 1, the phonics screening check at 79% is in line with the England average, demonstrating

that children are well prepared for the next stage of learning despite their lower starting points. Teaching builds very effectively on prior learning in oral blending, segmenting and early writing. Teachers model oral blending with clarity and precision, and their deliberate use of focused questioning, such as 'What sounds can you hear in the word?', deepens their phonological awareness and supports increasingly accurate early writing.

Learning is highly engaging and purposeful, rooted in meaningful first-hand experiences, such as a recent visit to a crocodile park, which significantly enhances children's motivation, vocabulary acquisition and recall. Adults interact skilfully with children, extending language, modelling ambitious vocabulary and encouraging children to explain their thinking. Teachers purposefully use concrete resources to deepen children's understanding and link learning to real-life contexts, and they plan structured talk to develop collaboration and confidence. Children strongly and consistently demonstrate the characteristics of effective learning. They show sustained focus, actively explore their environment, and apply creative problem-solving when faced with challenges. They play and explore with curiosity, actively engage in learning, and think critically as they make links across experiences.

The wider provision is cohesive and well planned, with strong connections across all areas of learning, including early mathematics and understanding the world. Physical, personal, social and emotional development is seamlessly integrated alongside literacy and numeracy, ensuring children develop holistically. Medium-and long-term planning reflects an ambitious curriculum that is carefully sequenced and responsive to children's needs, resulting in exceptional outcomes.

Attainment in communication and language is high, with 91% achieving and over half exceeding expectations, while progress is exceptional at 99%. In literacy, 92% achieve and 97% make strong progress, with a significant proportion exceeding age-related expectations.

Sixth-Form Provision

The quality of **sixth-form** provision is outstanding.

Leadership and management are highly effective with a strong strategic focus. Clear lines of responsibility, including dedicated pastoral leadership for boys and girls and a well-structured tutor system, ensure students are closely supported academically and pastorally. Retention from Year 12 to Year 13 is high at 91%. Leaders demonstrate an inclusive approach to admissions and maintain a very strong focus on students' rates of progress from starting points, as a result.

Teaching, learning and assessment support strong rates of academic progress. Overall attainment at A* to C is good, while progress is outstanding. Subject-level variation is well understood and largely explained by small cohort sizes and students' mobility, including late entry in Year 12. Many students achieve at least one grade above target, reflecting high-quality teaching and the positive impact of timely, targeted support. Students' outstanding progress reflects the purposeful integration of examination-style practice and extended analytical writing across subjects. Robust quality assurance processes, including frequent learning walks, formal

observations and termly analysis of teaching and learning outcomes, secure continuous improvement.

Students' personal development is a significant strength of the sixth form. Students benefit from a rich core programme, including the Duke of Edinburgh Award, extended project qualification (EPQ), study skills and physical education, alongside extensive enrichment opportunities. Carefully planned pathways enable pupils in Year 11 to make informed subject choices to continue into the sixth form and ensure students in Year 13 are able to choose the most appropriate route for higher education or employment.

Students' behaviour and their welfare are strong. Attendance across the sixth form is high at 95%, indicating strong engagement with learning and well-embedded pastoral systems. Students benefit from structured form time, strong tutor relationships and access to specialist well-being support, including a dedicated social worker. Leaders demonstrate a proactive approach to mental health, with clear referral pathways and targeted interventions, particularly during high-pressure periods. Students speak highly about the 'Well-being Wednesday' initiative.

Work experience and work-related learning in Year 12 make a strong contribution to students' programmes of study. Placements, internships and in-school roles are well aligned to academic and vocational pathways, strengthening curriculum relevance, employability skills and students' informed decision-making about future destinations.

Progression to higher education is very high, with 96% of students going on to university in the most recent cohort. Destinations reflect the school's context and parental preference, with the majority of students attending universities in the UAE alongside the UK, USA and other international destinations.

Careers advice and guidance are highly effective. Students benefit from one-to-one careers interviews, a comprehensive careers passport, guest speakers and career fairs. Careers education integrates closely with well-being and study skills so that students are academically, emotionally and practically prepared for their next steps.

Compliance with regulatory requirements

The International School of Creative Science, Nad Al Sheba, Dubai meets all of the required standards except those that would be in breach of the host country 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 International School of Creative Science, Nad Al Sheba, Dubai 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:

In a small number of primary lessons, pupils' handwriting and transcription skills do not consistently reflect the high quality of their written work and ideas. Leaders should establish a consistent, whole-school approach to the explicit teaching of neat, legible, tidy and clear handwriting. As a result, all pupils' written work will consistently match the strength of their thinking and support high quality outcomes in lessons.

Summary of inspection judgements

The quality of education

	Outstanding	Good	Satisfactory	Inadequate
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	**The International School of Creative Science, Nad Al Sheba**
Type of school	**Private**
Date school opened	**September 2016**
Age range of pupils	**3 to 18 years**
Gender of pupils	**Mixed**
Number on roll (full-time pupils)	**1,969**
Number on roll (part-time pupils)	**N/A**
Annual fees (day pupils)	**AED 34,287 to AED 65,504**
Annual fees (boarders)	**N/A**
Address of school	**Nad Al Sheba 3, Dubai**
Telephone number	**+97145107000**
Email address	**info@nas.iscs.sch.ae**
Headteacher	**Mr Ataullah Parkar**
Proprietor	**Bukhatir Education Advancement and Management International (BEAM)**

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 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.

Knowledge and Human Development Authority (KHDA) – Private schools in Dubai are required by the to be inspected. A joint KHDA/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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