Kings' School Dubai

British Schools Overseas Inspection Report

Inspection Dates: 19 to 22 January 2026

Lead Inspector:	Sally Lane
Team:	David Hilbourne
	Rekha Bhakoo

Age Group: 3 to 11 years

Report Published: 24 February 2026

Report Reference Number: 2/77/2026

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

Kings' School Dubai (KSD) is an inclusive, co-educational, British curriculum primary school, located in the Umm Suqeim district of Dubai. Opening in 2014, it is the original school of the three Kings' Schools owned and operated by Kings' Education. It is larger than many other primary schools in Dubai.

The principal was appointed in September 2016 and was in post at the time of the previous inspection. Whilst remaining as principal of KSD, since January 2023 he now has a dual role as Director of Education of the Kings' Group. The headteacher has been in post since September 2023.

KSD currently educates 1,150 pupils aged three to 11 years. This includes 280 pupils in the early years and 870 in key stages 1 and 2. The school has over 70 different nationalities and British pupils form the largest group. The school admits a broad range of ability, including 103 pupils who have special educational needs and/or disabilities (SEND). A further 215 pupils

are identified as learners of English as an Additional Language (EAL). The majority of pupils transfer to the sister school, Kings' School Al Barsha to continue their secondary education.

The curriculum in the early years follows the UK's early years foundation stage (EYFS) statutory framework. The primary school delivers the national curriculum for England (NCfE), adapted to the local context.

The school's mission is: 'The Best by Every Child'. It believes that exceptional education is built on high-quality relationships, emotional intelligence, and purposeful learning experiences. The school wants its children to be 'inspired, effective and independent learners who are able to readily adapt to the opportunities and challenges of a diverse and dynamic world.'

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three 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 59 part-lessons and carried out learning walks, including extra-curricular and enrichment activities. A total of nine lessons were jointly observed with leaders. Inspectors also attended assemblies, looked at pupils' books and spoke to pupils informally between lessons. The team held 29 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

Kings' School Dubai is an outstanding school and provides an outstanding quality of education for pupils from three to 11 years.

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

Over time, pupils make strong and sustained rates of progress from their starting points. Pupils with SEND achieve well because teaching is of a high quality and support is carefully personalised. The small number of pupils with EAL also make strong rates of progress. Boys and girls achieve equally well.

In the early years, children build secure foundations in communication, language and early literacy. Most reach age-related expectations by the end of the Reception Year, with many exceeding them, ensuring children are well prepared for key stage 1.

In key stage 1, pupils continue to develop their reading fluency and early writing skills. They use a range of decoding and comprehension strategies when reading age-appropriate texts. Writing becomes increasingly fluent, with pupils using different sentence structures for a range of purposes. Attainment in the Year 1 phonics screening check is well above the England average, reflecting the consistency and strength in the teaching of phonics. This strong practice is evident in lessons. In a Year 1 English lesson, pupils rehearsed sentences before writing and applying key writing conventions such as capital letters and full stops. They used ambitious vocabulary, including phrases such as 'gigantic Burj Khalifa' and applied their knowledge of phonics accurately. Pupils with SEND gained access to learning independently using visual prompts, while higher-attaining pupils were encouraged to extend their writing.

Across key stage 2, pupils read widely and confidently, engaging with high-quality literature and challenging non-fiction texts. Assessment information shows that reading attainment is above England expectations in all year groups. Pupils apply their reading skills effectively across the wider curriculum and show positive attitudes to reading, with many choosing to read independently for pleasure.

Pupils' writing skills develop progressively over time, with clear evidence of improvement across the school. The overall writing quality is very strong. By Year 6, pupils write for a range of audiences and purposes, selecting vocabulary and grammatical structures to convey meaning accurately. The quality of pupils' handwritten work varies considerably across the school.

Pupils' outcomes in English prepare them very well for the next stage of their education and enable them to gain access to the wider curriculum with confidence.

Attainment and progress in mathematics are outstanding across the school.

Pupils' attainment and progress in mathematics show consistent performance at levels above those expected for their age in England. From the early years onwards, they build strong mathematical knowledge and skills that prepare them well for the next stage of learning.

In the early years, children make rapid rates of progress from their starting points. By the end of the Reception Year, most achieve outcomes in number and numerical patterns that are well above national averages. Teaching is highly effective, using practical resources in a positive and encouraging environment that builds children's confidence. Children use mathematical language accurately, including terms such as equal, unequal, more and less.

In the primary phase, pupils continue to make strong rates of progress. External progress tests show that pupils from Years 2 to 6 consistently achieve scores well above English national averages, with 92% of key stage 2 pupils meeting curriculum standards and 85% exceeding them. Progress is outstanding year on year, and all groups, including pupils with EAL and SEND, achieve strongly from their different starting points. There is very little difference between the attainment of boys and girls.

By the end of key stage 1, pupils show a secure understanding of multiplication and can confidently explain their thinking, including the concept of commutativity. As pupils move through key stage 2, they develop a deeper understanding of space, shape and area. By the end of Year 6, most pupils confidently work with early algebra, using function machines and finding inverse operations. This reflects strong mathematical reasoning and ensures pupils are very well prepared for secondary education.

Attainment and progress in science are outstanding across the school.

Pupils across all phases develop understanding, secure enquiry skills and confidence to apply their knowledge with increasing independence. Outcomes for boys and girls are closely matched, with no significant differences. Pupils with SEND make very strong rates of progress with almost half exceeding expectations.

In the early years attainment is exceptional across all strands of Understanding the World. Children make rapid gains from their starting points and outcomes have remained consistently high and above UK expectations for the past three years.

In pre-school, foundation stage (FS) 1, learning is rooted in sensory engagement and investigation, enabling children to explore how things work through hands-on experiences. A seed-planting activity, for example, allowed children to lead much of the process independently, demonstrating their curiosity and early scientific thinking. In the Reception Year, learning builds on child-led interests, with activities focused on ramps, height and distance. Children planned, built and evaluated their designs using video to support later reflection. The environment throughout early years strongly promotes independence and resilience through familiar characters such as 'Have-a-go Hippo' and 'Resilient Rabbit', and children engage purposefully with materials, measurement and problem solving.

In primary, pupils' attainment is exceptionally strong, both in internal assessments and external progress tests. External benchmark assessments evidence that 88% of key stage 2 pupils achieve outcomes well above expectations for their age. Pupils demonstrate sustained rates of progress, secure enquiry skills and confident application of scientific knowledge.

Outcomes have remained consistently high over the past three years, with a notable increase in pupils' rates of attainment that are above expectations in 2025.

Science provision is exceptionally strong. Classroom practice reflects this strength. In Year 1, pupils benefited from a well-structured, practical approach to learning the parts of a plant, engaging directly with real specimens and using precise scientific vocabulary. In Year 5, pupils conducted and critiqued a fair test on how shape affects water resistance, drawing confidently on prior learning about independent, dependent and control variables. In Year 6, pupils explored how the heart pumps blood around the body, engaging in rich, accurate scientific discussion that reflected their strong conceptual understanding.

Pupils' attainment and progress in a range of other subjects are outstanding.

Learning across the wider curriculum is purposeful and engaging, with pupils demonstrating strong knowledge, skills and understanding.

In the early years, thoughtfully structured learning experiences build secure foundations across all areas of learning. Teaching is highly responsive, and ensures children make sustained rates of progress from their starting points.

In the primary phase, pupils achieve well across subjects such as art, science, technology, engineering and mathematics (STEM), physical education (PE), music, modern foreign languages, Arabic and Islamic education. Specialist teaching in these areas ensures the depth and accuracy of pupils' learning.

Pupils develop strong digital literacy and coding skills in computing. Personal competencies, including perseverance, empathy and teamwork, are strengthened through the positive education programme lessons and are evident in pupils' attitudes and interactions.

Pupils' moral, social and cultural (MSC) development is taught in the wider curriculum. Pupils learn to reflect on ethical matters, understand diverse perspectives and apply their learning to real-world contexts. This contributes to their confidence, maturity and readiness for the next stage of their education.

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 during January 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 curriculum is firmly rooted in the NCfE and adapted to reflect the Dubai context and the needs of the school's international community. It enables pupils to build knowledge and skills progressively from the early years to the end of the primary phase. High academic expectations are balanced with breadth and enrichment, ensuring pupils are exceptionally well prepared for the next stage of their education, including transition to secondary schooling within the UK system.

Leaders have established a clear curriculum intent that is understood and implemented consistently across all phases. The concept-based model supports coherence across

subjects, enabling pupils to make meaningful connections and deepen their understanding through carefully sequenced learning rather than repetition. Each term is shaped by an overarching concept, supported by high-quality core texts and enquiry questions that promote discussion, reflection and application of learning in a range of contexts. Curriculum policies and plans are clearly documented and shared with parents, supporting transparency and shared expectations.

In the early years, the curriculum is securely aligned with the EYFS framework and the Development Matters guidance. Carefully planned experiences build strong foundations in communication and language, early reading, mathematics and personal, social and emotional development. Learning is responsive to children's needs and interests, preparing them well for the increasing academic demands of key stage 1. This coherence continues through the primary phase, where pupils gain access to a well-sequenced curriculum.

The curriculum is carefully adapted to meet the needs of pupils with SEND. Leaders ensure that targeted group support and interventions complement high-quality classroom teaching. Where appropriate, pupils benefit from one-to-one specialist support and personalised pathways, which build their levels of confidence, independence and engagement. Language-rich teaching and well-planned scaffolding and support ensure that all pupils can gain access to ambitious learning alongside their peers. Regular curriculum review keeps the provision inclusive, responsive and academically rigorous. 'What I Need' (WIN) sessions provide pupils with timely consolidation and targeted reinforcement, ensuring gaps in learning are remedied promptly so that their learning is secure.

British values are promoted effectively and are clearly evident in the curriculum, preparing pupils well for the opportunities, responsibilities and experiences of British society. Pupils learn about democracy in practical, age-appropriate ways, for example, by creating class charters through shared discussion and voting. This develops pupils' understanding of fairness, shared responsibility and respect for others' views.

Equality and inclusion are promoted in an age-appropriate manner. Through positive education and MSC education, pupils learn to respect others and understand the protected characteristics as set out in the Equality Act 2010. Due to host-country laws, the school cannot fully support the protected characteristics of gender reassignment, civil partnership and sexual orientation. Within these parameters, teaching consistently promotes respect, kindness and understanding of difference. Age is explored through projects such as creating crochet dolls for UK-based care homes. Acceptance of disability and difference is promoted through pupils' full inclusion and the use of dyslexia champions. Pregnancy and maternity are introduced sensitively in an age-appropriate manner. Race, culture, religion and belief are respected and celebrated, and gender equality is highlighted through assemblies and classroom activities. Texts including 'It's OK to be different' and events such as World Cultures Day highlight the richness of the school's community. A well-structured positive education programme supports pupils' personal development and well-being, with curriculum policies available to parents.

The curriculum is enriched through a wide range of extra-curricular activities, educational visits and residential experiences. Pupils in Years 4 to 6 participate in UAE-based residentials, such as Hatta Fort, which develop pupils' independence, teamwork and responsibility. Clubs including sports, swimming, chess, and STEM further enhance pupils' well-being, creativity and problem-solving skills. The curriculum makes effective use of the UAE context through thematic units on identity, sustainability and responsibility, deepening pupils' understanding of Emirati heritage and contemporary life.

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

Teachers demonstrate consistently strong subject knowledge and a secure understanding of how pupils learn, retain and apply new knowledge and skills over time. As a result, learning is well sequenced and appropriately matched to pupils' age, stage of development and prior attainment.

Teachers design learning opportunities that build conceptual understanding and subject-specific skills. Lessons are structured logically, with clear learning intentions and well-chosen activities that deepen pupils' understanding rather than promote superficial coverage. For example, in Year 1 English, oral rehearsal prior to writing strengthened pupils' sentence structure and encouraged the use of ambitious vocabulary. Teaching places a strong emphasis on pupils' reasoning, problem-solving and critical thinking skills. Pupils are routinely challenged to explain their thinking, justify responses and make connections within and across subjects, resulting in deep and secure learning. The legibility, clarity, and overall quality of presentation of pupils' handwritten work varies considerably across the school.

Assessment is used very effectively to inform teaching and to help pupils understand how well they are doing and what they need to improve. Teachers check understanding frequently through skilful questioning, observation and purposeful assessment activities. Ongoing classroom assessment is used to adjust teaching and move pupils on to appropriate next steps, as seen in a Year 3 mathematics lesson where pupils were moved to more challenging work as a result of responses to initial classroom activities. Feedback is timely, constructive and clearly linked to learning objectives. Pupils respond positively and demonstrate strong engagement and commitment to improving their work.

Teachers benefit from sharply focused professional development that is informed by lesson observations, learning walks, work scrutiny and data analysis. High-quality training continues to refine pedagogical practice and strengthens consistency across the school. Collaboration among staff, the sharing of best practice and regular professional dialogue contribute to a strong culture of reflection and continuous improvement.

Teachers have high expectations of all pupils and adapt their teaching thoughtfully to meet individual needs, including those with additional learning needs and those who are more able. Classroom tasks and activities are designed to challenge and support pupils effectively. Specialist provision for pupils with SEND is particularly strong, both in class and

through targeted interventions. A discrete dyslexia session exemplified this where multisensory approaches and structured practice enabled the development of spelling accuracy and confidence in reading.

Pupils respond exceptionally well to the high-quality teaching they receive. They are motivated, confident learners who demonstrate strong attitudes to learning. Classroom environments are purposeful and calm, enabling pupils to focus fully on learning. Positive, respectful relationships between teachers and pupils create a safe environment in which pupils are willing to take intellectual risks.

Overall, teaching, learning and assessment are significant strengths of the school and make a substantial contribution to pupils' excellent academic outcomes and personal development.

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' SMSC development makes a significant contribution to the school's inclusive ethos and positive culture. Across all phases, pupils demonstrate positive attitudes to learning. They demonstrate calm, considerate behaviour as they consistently apply the shared values of respect, fairness and responsibility in their daily interactions. They contribute confidently to school life and articulate their views confidently, describing the school as a respectful and inclusive place where differences are valued and everyone feels able to contribute. When asked why, they loved coming to school, pupils explained that 'everyone is kind and respectful'.

Pupils' spiritual development is promoted very effectively through purposeful opportunities for reflection and discussion across the curriculum and wider school life. Pupils are encouraged to consider their own beliefs and values in age-appropriate ways. Through the concept-based curriculum, they explore themes such as identity, purpose and fairness, engaging respectfully with different viewpoints. Assemblies and personal development activities further support pupils' emotional awareness and resilience.

Pupils' moral development is very strong. Pupils demonstrate a secure understanding of right and wrong and apply this consistently in their behaviour. The positive education programme deepens their understanding of equality, inclusion and respectful relationships. Pupils reflect on their behaviour, recognise emotions in themselves and

others, and consider the impact of their actions on individuals and the wider community. This is evident in their calm conduct and the high expectations that they hold for themselves and their peers. Pupils consistently described behaviour as positive saying that 'everyone behaves well,' that people are 'very kind to each other,' and that they 'share things in the classroom and in the playground.'

Pupils' social development is highly effective. Pupils collaborate well, show confidence in group situations and take responsibility for their actions. Opportunities to work together in lessons and participate in group activities support their social maturity and leadership skills. The house system provides meaningful responsibility within mixed-age teams, promoting teamwork and shared accountability.

Pupils' cultural development is promoted strongly through the curriculum and wider school experiences. Pupils develop a secure understanding of cultural diversity through a range of subjects. In English, exposure to established British authors, including Roald Dahl and Michael Bond, introduces pupils to British humour, language and storytelling traditions while exploring themes of kindness and fairness. Whole-school events, including international and cultural celebration days, further broaden pupils' cultural awareness of their own and others' cultures.

Fundamental British values are firmly embedded across the curriculum and wider school life. Pupils develop an age-appropriate understanding of democracy, individual liberty, mutual respect and the rule of law through structured discussion and collaborative activities. The house system, named after British royal dynasties, reinforces pupils' understanding of British heritage while promoting fairness and teamwork. Events such as International Day and Global Week strengthen pupils' appreciation of different cultures and backgrounds. New pupils are welcomed warmly, and pupils support each other readily, demonstrating inclusive attitudes and kindness.

Pupils, including the youngest children, develop a secure and age-appropriate understanding of public institutions and services in both the UAE and UK. For example, younger pupils confidently compare significant public buildings in Dubai such as the Burj Al Arab, with British landmarks including Big Ben and the Houses of Parliament, demonstrating an emerging awareness of their different purposes and national significance.

The school's SMSC provision promotes respect for all individuals and pays due regard to protected characteristics within the legal framework of the host country. Through structured discussion and well-being focused learning, pupils develop an age-appropriate understanding of equality, inclusion and respectful relationships. Where aspects of the Equality Act 2010 cannot be promoted explicitly, teaching consistently promotes tolerance, dignity and understanding of difference.

Overall, the school's sustained emphasis on reflection, ethical understanding, social responsibility and cultural awareness ensures that pupils are exceptionally well prepared to engage confidently, respectfully and responsibly in an increasingly interconnected world.

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

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

The school provides a safe, caring and supportive environment in which pupils' welfare is paramount. Leaders and staff share a clear and consistent understanding that effective safeguarding, and health and safety arrangements underpin fully pupils' academic achievement and personal development. Consequently, pupils feel safe, valued and well cared for, enabling them to flourish. Parents strongly affirm this view.

The school fully meets the requirements of the BSO standards. Comprehensive, clearly written policies for child protection, welfare, risk assessment and health and safety are in place, regularly reviewed and implemented effectively. Staff receive high-quality training aligned with the most recent Keeping Children Safe in Education (KCSIE) guidance. They understand their safeguarding responsibilities well and are alert to potential concerns. Designated safeguarding leaders (DSL) are suitably qualified and experienced. Well-established systems ensure the rapid identification, recording and referral of concerns.

A strong and well-established culture of safeguarding, aligned to the safeguarding policy, permeates all aspects of school life. Leaders ensure that safeguarding arrangements remain up to date and reflect both UK and UAE requirements. Robust systems provide accurate and timely information that enables staff and leaders to monitor pupils' well-being closely. Pupils' views and concerns are gathered through weekly surveys, and clear procedures are in place to identify, track and respond to concerns raised by pupils, staff or parents. Any incident that could compromise pupils' welfare is carefully logged and followed up rigorously, with appropriate actions taken.

Behaviour across the school is excellent. The relational approach to behaviour management, articulated through the relational behaviour policy and consequence ladders, is well understood by pupils and staff. This contributes to a calm, respectful environment. Incidents of serious misbehaviour or bullying, including different forms of bullying, are rare. When they do occur, they are recorded appropriately and managed effectively in line with the school's policies.

Health and safety arrangements are highly effective. Clear health and safety and fire safety and evacuation policies meet BSO standards and local regulations and are implemented consistently. Risk assessments are thorough and regularly conducted for the school site, activities and residential visits, with leaders taking effective action to mitigate potential risks.

Arrangements for pupils' medical care are strong. A full-time doctor, supported by qualified nursing staff, provides timely and effective supervision. School staff are trained in first aid and know how to use readily available first-aid equipment and defibrillators. A clear first-aid policy underpins these arrangements.

Through the taught curriculum, the positive education programme, early morning activity and assemblies, pupils learn how to maintain their physical and emotional well-being and know how to seek help if they are concerned about themselves or others. Attendance is currently 94% slightly above the England average of 93.1%, demonstrating a positive mid-year improvement. This upward trajectory reflects the school's increasingly robust systems for monitoring absence and lateness. Leaders track patterns closely, respond swiftly to concerns and maintain regular communication with families, ensuring that pupils' low attendance and poor punctuality are tackled before they escalate.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school's arrangements for staffing, recruitment and safeguarding are highly effective and aligned with Dubai's legal requirements.

The single central record (SCR) is comprehensive and well maintained to ensure the suitability of all adults working with children. It includes all required categories, including Kings' Education employed staff, contractors and outsourced providers. The proprietors are checked separately. The Kings' human resources (HR) team oversees a robust system that includes attested qualifications, verification of passports and birth certificates, social-media screening, reference follow-up by phone, start dates, visas and medical clearance. Prohibition checks, including an International Child Protection Certificate (ICPC) for UK nationals are completed. Police checks are renewed every three years, with annual declarations in place. All the necessary checks must be in place before the Knowledge and Human Development Authority (KHDA) approval is given to commence employment.

All staff receive safeguarding training, annually with the latest training recorded on the SCR. All DSLs hold level 3 certification from the Safeguarding Alliance. Leaders involved in recruitment are appropriately trained in safer recruitment. Recruitment processes are rigorous and fully aligned with safer recruitment expectations.

Staffing is a significant strength. Teachers are well qualified with appropriate experience of the NCfE or subject expertise. Thirteen new staff joined the school in the current year and all benefited strongly from the comprehensive induction programme.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

The school operates from two adjoined, similar purpose-built buildings that are well adapted to meet the needs of pupils across the age range. Both buildings are bright, spacious and welcoming, contributing positively to pupils' well-being and readiness to learn. Facilities are well maintained and provide safe, healthy environments for all school activities. Lighting is

effective throughout, including entrances and in external areas, and acoustics are appropriate for classrooms, corridors, halls and larger shared spaces.

Outdoor areas provide high-quality provision for play, sport and learning. These spaces are used effectively to extend pupils' learning beyond the classroom and support both physical development and wider curriculum experiences. Physical education and sports facilities, including a swimming pool, are sufficient in both quality and quantity. They are used efficiently within the curriculum and are also well used for extra-curricular activities.

Learning environments throughout the school are vibrant, attractive and engaging with pupils' work displayed to celebrate achievement and promote pride in learning. Classrooms and specialist teaching areas are suitably sized and well resourced, including interactive whiteboards and age-appropriate learning materials. These resources are used effectively to support interactive and purposeful learning. Younger pupils benefit from access to manipulatives that enhance play-based learning, while older pupils use resources purposefully to enhance their understanding across subjects. Additional areas outside classrooms function well as breakout spaces and for small-group support. Dedicated specialist areas provide calm, quiet spaces for pupils with specific learning needs.

The school provides a sufficient number of toilets for pupils, all with appropriate washing facilities. Shower facilities are available at the swimming pool. Drinking water is readily accessible from clearly labelled dispensers and water fountains around the site. Well-equipped medical facilities with toilets, examination and treatment areas are suitable for providing short-term care for pupils. A lift ensures access to all areas of the school for pupils and adults with restricted mobility.

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

The school meets the requirements of this standard.

The school provides parents with information that is comprehensive, timely and streamlined. There are clear systems for reporting pupils' progress, regular communication, and multiple opportunities for parents to engage with their child's learning. While policies are not publicly accessible on the open website, they are available through the parents' portal.

Parents' views gathered during the inspection were overwhelmingly positive and closely aligned with inspectors' findings. Families consistently described the school as safe, nurturing and academically ambitious, with teachers seen as highly approachable and committed to pupils' well-being. Parents of children with SEND consistently report that the

school makes thoughtful adjustments to foster their independence, involving their children fully in events, and significantly boosting their self-esteem. Parents also highlight the strength of the Link department, noting the close collaboration with external specialists and the high level of expertise in supporting neurodivergent pupils. Parents spoke of a culture that celebrates individuality and difference and develops confidence. An example of this is the 'Celebrate Me' event where other pupils learn about the particular needs of pupils with SEND and their experience of life.

Parents note that feedback is the exceptional strength of the school's communication culture, characterised by openness, responsiveness and genuine partnership with families. Parents consistently describe communication as timely, transparent and easy to access, whether through email, the parents' app, video and photo updates in early years, newsletters or the open-door approach. They feel listened to, taken seriously and involved in shaping school decisions, with multiple examples of the school adjusting practice in direct response to the parental voice, such as changes to the use of devices in Year 1, canteen improvements, and the earlier introduction of Arabic phonics.

Parents also express strong confidence in how the school communicates about behaviour and safeguarding, noting that incidents are dealt with immediately and explained clearly.

Reports are viewed as accurate, detailed and genuinely reflective of each child, with clear targets and helpful guidance for helping their child. The combination of regular parent and teacher meetings, the excellent accessibility of teachers, and opportunities to see learning at first hand reinforces a sense of trust and partnership. A wide range of workshops on, for example, phonics, e-safety, well-being and transition, equip parents with practical strategies to support learning at home.

The school's communication, responsiveness to parental views, and the clarity of reporting are seen as major strengths, contributing significantly to parental confidence and to the inclusive, community-centred ethos that families value so highly.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The school's arrangements for managing complaints are effective and fully compliant with BSO expectations. The complaints policy is clearly structured, accessible through the parents' area of the website, and sets out defined timescales, stages, confidentiality and procedures for panel hearings. Informal concerns are typically dealt with by class teachers and only escalated to senior leaders when appropriate.

Leaders demonstrate a strong commitment to building trust with parents through open communication and an empathetic approach that ensures concerns are heard and acted

upon promptly. Complaints are used constructively to bring about improvements. Record-keeping is robust. All meetings and actions are logged, enabling clear tracking and follow-up. Parents report that the school responds to complaints without delay and view the school as open, approachable and proactive. The complaints process is transparent and responsive, contributing positively to the school's culture of trust and accountability.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding.

Leaders at all levels demonstrate a strategic, ambitious and forward-thinking vision aligned with the school's mission of securing 'the best by every child'. Their work is characterised by distributed responsibility, and a relentless focus on pupils' achievement and well-being. A highly stable leadership team, many with over a decade of service, has created deep trust, strong professional relationships and a culture of kindness and respect. Staff describe leaders as inspirational role models who empower them as 'leaders of learning', sustaining high morale and accountability.

The school's capacity to improve is very strong. Leaders are reflective and innovative, using internal data to refine practice. Robust quality assurance enables swift action when gaps in learning emerge, for example, strengthening speaking and listening skills in Years 5 and 6, or improving digital literacy following lower well-being scores.

Self-evaluation is systematic, evidence-based and firmly embedded across the school. Leaders draw on lesson observations, learning walks, data analysis, stakeholders' views and moderation to identify strengths and areas for development. Improvement plans are ambitious, coherent and result in sustained high standards.

Leaders ensure that the BSO standards are consistently met through rigorous monitoring, strong safeguarding systems, high-quality staffing, and an inclusive culture beginning at the admissions stage. Policies and practices meet BSO requirements, with safeguarding, inclusion, curriculum quality and staff appraisal monitored systematically.

Governance is highly effective. The dual governance model, combining ownership-led strategic oversight with a Parent Advisory Group, ensures accountability, transparency and meaningful stakeholder involvement. The board of directors provides strategic challenge, monitors compliance and ensures that financial policies are robust. Leaders are held to account for performance, safeguarding, staffing and strategic priorities. The governing board's ambition for all Kings' Schools is communicated clearly.

The governing board appraises the principal annually, using key performance indicators and internal assessments. Governors understand and respect the distinct responsibilities of governance and school leadership, working in partnership, while maintaining appropriate challenge. Their decisions respond to community needs, with parental

governors maintaining an 'ear to the ground', reflected in improvements such as enhanced security, new STEM facilities and additional learning spaces. Governors ensure that the provision remains of high quality, inclusive and forward-looking.

Leaders deploy staff effectively, inspire confidence, and model professionalism and care. Middle leaders are empowered, and knowledgeable, contributing significantly to curriculum coherence, data analysis and quality assurance. Succession planning is strong, with targeted training, enabling emerging leaders to thrive.

Stakeholders' views directly contribute to improvement planning. The pupil voice is a strength with pupils contributing ideas through leadership roles, and an active pupils' council. Parents report high levels of accessibility, with leaders visible daily, and communication strengthened through year group newsletters and the parents' app. Staff describe strong relationships, open dialogue and a supportive culture. Leaders respond to workload concerns, for example, replacing class newsletters with year group versions. Induction is purposeful and well structured. Staff feel well trained, engaged and proud to work at the school.

Leaders promote equality and tackle discrimination highly effectively with inclusive practice embedded across all phases. The school's multicultural context is celebrated, with pupils encouraged to recognise individuality and kindness through curriculum texts, assemblies and events such as 'Celebrate Me' week. Inclusion has grown significantly, supported by early identification, strong parental partnerships and very strong leadership.

Safeguarding is exceptionally strong. Five DSLs work collaboratively, staff receive regular training and understand their responsibilities in recording all concerns. Decisions are never made in isolation, and the school engages actively with local safeguarding networks.

Team effectiveness is excellent. Leaders build cohesive, motivated teams, manage performance robustly and deploy staff strategically. Recruitment and retention are strong, supported by rigorous processes and a culture where staff feel valued.

In summary, the school is exceptionally well led and is very well placed to sustain its high standards and to continue moving forward with confidence.

Early Years Provision

The quality of early years' provision is outstanding, leading to consistently strong achievement and rapid, sustained rates of progress from children's starting points. Highly effective leadership ensures that early years remains a significant strength of the school.

Children are very well prepared for the transition into Year 1. By the end of the Reception Year, attainment is high across all areas of learning, particularly communication and language, reading and mathematics, with outcomes well above UK national averages.

Literacy is a notable strength. Almost all children meet the expected standard in comprehension at 99%, word reading at 93% and writing at 88%, with a substantial proportion exceeding age-related expectations. Progress data confirms that nearly all children make strong gains from their starting points, reflecting the consistently high quality of teaching and the positive impact of the curriculum.

Children's language development is particularly strong. Secure, trusting relationships and the skilled interaction of adults ensure precise modelling and responsive support, enabling children to communicate confidently and apply language effectively across the curriculum. Early reading is taught systematically, enabling children to read with confidence. Mathematical understanding is embedded through practical, meaningful experiences.

Teaching is consistently effective and well adapted to individual needs, including those of children with SEND and those learning English as an additional language. The learning environment is thoughtfully organised, balancing child-initiated exploration with purposeful adult-directed learning, aligned to the curriculum intent.

The early years curriculum is ambitious and coherent, securely rooted in the EYFS framework and Development Matters guidance. It enables children to develop secure foundations in early reading, writing and number. Children routinely apply phonics to record ideas in simple sentences, supported by an enabling environment that promotes independence.

Parents are well informed through regular 'spotlight' assessments, digital updates and workshops that strengthen the home and school partnership.

Children's personal development is exceptionally strong. They behave well, show independence, sustain concentration and cooperate effectively.

Compliance with regulatory requirements

Kings' School 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). Kings' School 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:

The quality of pupils' handwritten presentation varies considerably across the school. Leaders should further strengthen and embed shared expectations so that all pupils are supported to aspire to high standards of care in their presentation. This will improve the legibility, clarity, and overall quality of pupils' written outcomes across the school.

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	Kings' School Dubai
Type of school	Private
Date school opened	2004
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number on roll (full-time pupils)	1,150
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	47,179 to 71,801 AED
Annual fees (boarders)	n/a
Address of school	Al Yazzi St, Umm Suqeim 3, Dubai UAE
Telephone number	971 04 348 3939
Email address	Ksd-patoleadership@kingsdubai.com
Principal	Mr Bede Higgins
Proprietor	Kings' Education Hamad Tayeb Abdul Rahim Ahmed Al Baker

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.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Education Development Trust
16-18 Duke Street
Reading
RG1 4RU
UK

Report reference no: 2/77/2026