

Brighton College Abu Dhabi

British Schools Overseas Inspection Report

Inspection Dates: 4 to 7 March 2024

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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. The inspection was carried out by four inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education, Children's Services and Skills (Ofsted).

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

To be recognised by the Department for Education, a British School Overseas (BSO) must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant standards for British Schools Overseas accreditation. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

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

The Standards are as follows:

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

4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information.
7. The manner in which complaints are handled.
8. The leadership and management of the school.
9. The quality of provision for boarding.

The purposes of BSO inspections are to:

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

Key for inspection grades

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

Proportions used in the report

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

Information about the school

Brighton College Abu Dhabi (BCAD) is a co-educational day college located in Bloom Gardens, Abu Dhabi in the United Arab Emirates (UAE). The college opened in August 2011 and is one of six Brighton College International Schools (BCIS) across the world. The college has a strong partnership arrangement with Bloom Education and Brighton College UK (BCUK). There are currently 1,854 pupils on roll aged three years to 18 years, making it larger than most other all-through schools. Whilst selective, the college's commitment to diversity and inclusion is high, ensuring that pupils learn in a safe and caring environment.

BCAD is organised into three schools. The Pre-Preparatory (Pre-Prep) School caters for pupils in the Early Years Foundation Stage (EYFS), Year 1 and Year 2. The Preparatory (Prep) School is for pupils in Years 3 to 6 and the Senior School for pupils in Years 7 to 13. Pupils study the EYFS curriculum, followed by the National Curriculum for England (NCfE). In the Senior School, pupils take GCSE or IGCSE qualifications leading to A levels in the sixth form. All students move on to universities worldwide with the largest proportion going to the UK.

There are over 75 nationalities with Emirati pupils forming by far the largest group at just over one quarter of pupils, followed by British pupils at about one-fifth. There are 197 pupils identified with special educational needs and/or disabilities (SEND). A large majority of pupils use English as an additional language (EAL).

A new yet experienced headmaster, who had been working in another BCIS in Abu Dhabi, joined the school in August 2023. For a few years, the college has faced the challenge of a higher than average level of staff turnover. Forty-seven new teaching staff and 20 new middle leaders joined the college during the current academic year.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the college with 10 weeks' notice of the start date of the

inspection. Inspectors had access to information about the college before the inspection.

Inspectors visited 81 lessons. Sixteen of the lessons visited were jointly observed by an inspector and a senior member of staff. There were 35 meetings with leaders, teachers, pupils, parents, and members of the college's governing board.

Inspectors scrutinised pupils' work. They analysed a wide range of documents relating to assessment, policies, and strategic plans. They inspected the college's safeguarding arrangements. Inspectors also considered the views of parents, pupils and staff expressed in the BSO survey, which was sent to parents and teachers just prior to the inspection.

Evaluation of the school

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

The school meets all of the Standards for British Schools 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.

Across the college, pupils from all starting points make outstanding progress in **English**. Attainment overall in English at GCSE and A level has remained above the England average. There is no significant variation in attainment and progress between different groups of pupils, including boys and girls and pupils with Special Educational Needs and/or Disabilities (SEND).

In the Pre-Prep School, a large majority of children enter the college with English as an additional language and quickly learn how to communicate effectively in English. Almost all children make rapid progress to achieve high levels in literacy, communication and language as a result of carefully planned and personalised support in both writing and reading.

In the Prep School, most pupils successfully use a wide range of vocabulary and specialist terminology. Year 4 pupils confidently share their opinions on famous pieces of artwork, using specialist terms such as tone and composition.

In the Senior School, iGCSE results for both English language and literature are significantly above England averages at the higher grades of 9 to 7. In English language, a large majority of pupils secure grades 9 to 7. In English literature, a majority attain the higher grades. On average, pupils achieve one grade higher in English language and half a grade higher in English literature. Across the college, pupils learn how to analyse text with accuracy and develop a growing appreciation of the writer's craft. Senior pupils successfully explore similar literary themes and devices across different texts and contexts.

At A level attainment in English literature is significantly above the England average as just over a third achieved A* and A grades and on average achieved half a grade higher than predicted. In the previous year, no pupils secured English language at the higher grades. In the current year, just over a third of students are on target to achieve A-level English language at grades A* to A in 2024.

Across the college, attainment and progress in **mathematics** are outstanding. Over the previous three years, results at GCSE and A level have exceeded England and international averages at the highest grades. There is no significant variation between different groups of pupils, including boys and girls and pupils with SEND.

In the Pre-Prep School, almost all children reach standards above those expected for their age in the UK, in mathematics. They are well prepared for the demands of Year 1. Most pupils have good awareness of number bonds, develop strong mental arithmetic skills, and make simple calculations successfully, dividing, for example, larger numbers into three parts in Year 2.

Pupils continue to make rapid progress in the Prep School, developing their mathematical reasoning skills, increasing their knowledge and deepening their understanding. Most pupils can identify correct strategies, tackle multi-step processes and make reliable calculations in solving problems.

In the Senior School, pupils demonstrate highly developed skills, and increased knowledge in algebra, geometry and trigonometry. They understand the properties of triangles, for example, and can apply principles well to different contexts. A significant number take GCSE at the end of Year 10. Attainment in mathematics is significantly above England and international standards. The very large majority of pupils achieve grades 9 to 7 at GCSE. In the sixth form, students build further on these solid foundations, and the majority of them achieve A* and A grades at A level.

Pupils make outstanding progress in **science** and reach standards in tests and external examinations that are significantly above the England average. All pupils, including those with SEND, achieve similarly high levels of attainment and progress.

In the Pre-Prep School, children have abundant opportunities to enhance their enquiry skills. They develop an excellent understanding of the world around them, linking their learning across other subjects. For example, in learning about dinosaurs, children could explain the different food sources of herbivores, carnivores and omnivores and classify them according to length, height and weight. In Year 2, pupils learn about forces and friction and how different surfaces make cars go faster or slower. Almost all children make excellent progress and achieve the expected standard.

As pupils progress through the Prep School, they continue to develop their scientific enquiry skills and connect their learning with real-life examples and experiences. In Year 11, pupils conducted experiments on atmospheric pressure using the Magdeburg hemisphere. They could explain to the teacher the principle of the experiment and the importance of understanding air pressure in everyday life, for example weather patterns. The many opportunities for pupils to engage in personal research projects which encourage them to develop their critical thinking skills and to take ownership of their learning.

Over the previous three years, the majority of students have achieved excellent results in biology, chemistry, and physics at GCSE, AS, and A level, with A* to A grades that are significantly higher than the England averages.

Pupils make excellent progress in a range of **other subjects** across the curriculum.

In the Prep School, pupils benefit from specialist teachers from an early age in physical education (PE), computing, music and modern foreign languages such as French and Mandarin. The Senior School introduced science, technology, engineering, arts and mathematics (STEAM) lessons in the current year for Years 7 to 9 with a strong focus on building skills, such as teamwork, problem-solving and critical thinking. Over the previous three years, on average, pupils have achieved results in GCSE and at A level that are significantly above the England average in art, business studies, modern foreign languages, history, PE, economics, politics, and psychology. For example, a very large majority of pupils achieved grades 9 to 7 in computing and in geography. At A level, the majority of students achieved A* to A in design technology and in computing. Overall, there is no significant gap in the levels of achievement for boys, girls and students with SEND.

Summary of other judgements against the BSO standards:

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

As a result of this inspection, undertaken during March 2024, the college has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The college'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.

Standard 1. The quality of education provided by the school

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

The quality of **the curriculum** is outstanding. It meets the requirements of the EYFS framework and the NCfE. Curriculum policies and plans are rigorously reviewed annually by senior leaders, adapting them to systematically meet the needs of all pupils across the college. For example, a few pupils have additional time to study GCSE English Language instead of English Literature.

The curriculum provides a strong values-based education which successfully promotes the college's aims of 'kindness, confidence and curiosity'. The personal, social, health and moral education (PSHME), house system and school council all make a significant contribution to this aspect of pupils' learning. Pupils learn respect for other people with regard to all the protected characteristics within the laws permitted of the host country. The college's provision promotes respect for all people, paying particular regard to the protected characteristics of age, disability, race, religion or belief, pregnancy and maternity. Those characteristics which UAE law precludes the school from addressing are marriage and civil partnership, gender reassignment, sex and sexual orientation.

In the Pre-Prep School, a wide range of activities enrich the curriculum and stimulate children's curiosity. Children love welcoming a visiting 'Professor' from the Senior School who demonstrates how a volcano erupts, providing an exciting visual example to consolidate the children's previous learning. In the Senior School, the introduction of STEAM lessons ensures that all pupils collaborate successfully to solve real-life problems. In Year 9, pupils participate in the highly successful Brighton College Diploma which promotes and records their personal development, learning skills and determination to achieve. There are extensive leadership opportunities for pupils across the whole college which cover a diverse range of interest from Digital Ambassadors to Eco Warriors.

BCAD provides extensive lunchtime and after-school co-curricular activities (CCA) to enrich learning opportunities. Pupils can choose from 200 different activities. A very large number of pupils attend the weekly CCA across the college. Activities include gymnastics, netball, football, swimming, ballet, the Model United Nations and the Duke of Edinburgh Award. A particular strength is the chance for older pupils to lead an activity, for example, the politics debating society.

Across the whole college's curriculum, teachers plan exceptional learning experiences to successfully prepare pupils for life in British society. In the Senior School, pupils can choose from 23 subjects at IGCSE and GCSE and 24 at A Level. From an early age, a

knowledge of Britain is carefully woven into lessons. In Year 4, pupils develop their creative writing skills by studying Ernest Shackleton's expedition across the Antarctic and then produce their own high-quality diary extracts. Pupils demonstrate secure knowledge of British values and are able to clearly articulate what the values are and how they apply to them in college. When asked about individual liberty, pupils in the Senior School highly appreciate the opportunity to represent their peers and voice their opinions in meetings with the headmaster.

Transition arrangements are well thought out. The careers counsellor designs a highly effective programme of careers guidance for senior pupils which includes access to work placements, the use of a software programme and careers fairs to help them decide on which universities to apply for.

Pupils thrive on developing independence and critical thinking. In a Year 6 local history project, pupils reviewed the development of the Formula 1 circuit and created their own design ideas for building on Yas Island.

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

Teachers have uniformly high expectations in their lessons. They systematically employ an effective range of techniques and resources, sometimes involving sophisticated digital technology, and sometimes mini-whiteboards and flashcards. They have clear lesson objectives, which they share with pupils. They plan the use of time and success criteria with meticulous care. Teachers have a secure, detailed knowledge of their subjects, and of the curriculum. They show an excellent understanding of examination specifications that benefits all pupils.

Teachers show skill and judgement in using high levels of questioning, with a strong mix of open and closed questions. In a Year 6 history lesson, the teacher challenged pupils and demanded full explanations, for example: 'What is the evidence?', and 'How can you prove that?' Teachers use a range of questions inviting prediction and speculation to extend and deepen pupils' learning. In a Year 12 business lesson, pupils responded imaginatively to a question about what might happen if a new grocery business entered the UAE market.

Teachers use a wealth of assessment data from internal and external sources to influence and modify their lesson planning and curricular content. This ensures that lessons meet the needs of all groups of pupils because teachers know the detail of

each pupil's learning needs and prior knowledge. As a result, teaching is challenging and relevant for all, and outcomes in public examinations at GCSE and A level show no significant variations between groups of pupils, including pupils with SEND. A common feature of lessons is different groups tackling different tasks, carefully tailored to enable all to make strong levels of progress. Higher attaining pupils routinely find a range of enrichment tasks available to them, of a kind which challenges them differently and not by simply demanding more. In this way, teaching encourages critical thinking, creativity, innovation and problem-solving skills. Pupils show excellent collaborative skills, and a strongly independent approach, so that teachers often become facilitators rather than instructors in lessons, offering support where needed.

Pupils rapidly develop their skills in response to leaders' policy decisions, such as restricting the use of tablets and calculators to encourage better handwriting or mental mathematics. Pupils are proficient note-takers and take pride in the organisation and appearance of their work. In addition, they take advantage of opportunities to improve their work by responding in purple pen to written feedback from their teachers. In the Senior School, pupils receive house points, while in the Pre-Prep and Prep School, they earn 'Pelican Points'. The feedback and reward system highly motivates pupils to make a positive effort and demonstrate achievement. Pupils take responsibility for their learning, and show notable self-awareness, self-confidence, and resilience. This stands them in good stead when they approach public examinations, where outcomes are of a high standard across the full range of subjects.

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

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

Pupils' behaviour is exemplary across the whole college. Pupils are polite and confident when welcoming visitors. Pupils demonstrate exemplary attitudes to learning, with high levels of attendance at lessons and CCA leading to outstanding achievement.

Pupils of all ages strongly value the respectful, strong caring relationships with teachers and other adults. This underpins the college's success. Year 2 pupils describe how they introduced a 'Thank you card for our helpers' to acknowledge the work of

everyone in the college, promoting the college's value of kindness. Senior pupils build highly effective links with their younger peers, for example, organising a charity run for the whole college.

College values pervade several of the programmes offered and reinforce positive messages of resilience, determination, and perseverance. For example, in the Prep School, pupils enjoy participating in the Junior Duke which is an excellent preparation for the senior level activities of the Duke of Edinburgh Award. The innovative Brighton College Diploma for Years 9 and 12 pupils is particularly effective in recognising individuals' unique interests and talents, leading to positive self-esteem for those taking part.

The college promotes British values ensuring that pupils have a clear sense of right and wrong. When pupils make wrong choices and their actions impact negatively on others, teachers give them opportunities to reflect and to make amends for their actions. The college uses restorative justice successfully, promoting a safe and supportive environment.

BCAD frequently collects pupils' views through surveys, discussions, and questionnaires, resulting in pupils feeling that they have a strong voice. For example, the college council requested additional signage to clearly indicate which toilets pupils could use.

In the Pre-Prep and Prep Schools, pupils learn about race, religion, age and disability in a 'Celebrating Differences' module. Pupils explore the importance of respecting differences in others, such as their looks or beliefs, as well as respecting those older or younger than themselves. In Year 6, pupils learn about 'Families and people who care for me'. In the Senior School, pupils have regular PSHME lessons where they explore different types of relationships. Pupils are proud that they can choose from a wide range of activities irrespective of their gender. They speak with enthusiasm of the success of the girls' football team in recent national and international competitions. BCAD is an inclusive college with examples of exceptional practice.

British values are carefully planned. Pupils understand fully what democracy is; for example, through the open elections for house representatives, including head boy and head girl. The college's aims and British values are clearly reflected through pupils' manners and highly respectful attitude to others. Pupils build strong friendships, leading to highly positive relationships across the college. A high-quality display called

the 'British Values Tree' in the Prep School corridor encourages pupils to give personalised examples of each aspect. All recognise that following college rules is the equivalent of law and order in society. One pupil wrote that she was tolerant of her friends who had different ideas to her, but that was what made them friends. Younger pupils in the Pre-Prep School learn about different people in society, including the role of the monarchy in Britain and compare this to the UAE and their royal family.

In the Prep School, pupils gain a thorough knowledge of public institutions, for example, the role of parliament as part of the democratic process. Senior pupils study the poem 'London' by William Blake to explore how literary devices can develop a sense of mood within an urban environment.

The careers' counsellor systematically ensures that all senior pupils receive a strong programme of guidance and work-related activities, including work placements. Students in the sixth form have the opportunity to meet visiting universities during 'University Week'. It helps them to acquire relevant knowledge on course options and make appropriate university choices, helping them to mature and preparing them for their next steps.

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

The college is fully compliant with all the safeguarding and welfare regulations of the host country. Its arrangements for the welfare, health and safety of pupils are outstanding.

From their first day at the college, an inclusive and vibrant international community welcomes pupils, systematically ensuring that they are working in a healthy and safe learning environment. All families receive the college code of conduct on enrolment. This provides a summary of expected behaviour and attendance and forms an agreement between parents, pupils, and the college. This well-established link between home and college encourages excellent behaviour and contributes to the outstanding attendance of 98%, which significantly exceeds the average for England. Excellent punctuality reflects pupils' high commitment to the college.

The college regularly reviews its policies on behaviour and attendance. Staff expectations of pupils' relationships and attitudes to their studies are high. Pupils at all stages are

well-behaved and instances of bullying are rare. Staff participate in ongoing positive behaviour management strategies which emphasise positive relationships and the importance of teachers as role models.

The board of governors robustly oversees safeguarding in the college and ensures that the college's safeguarding and child protection policies provide a clear statement of the procedures to follow. All staff are fully trained in safeguarding and child protection. The role of the Designated Safeguarding Lead is well defined, and keeping pupils safe is the primary concern of all staff members. Posters which identify the safeguarding team are highly visible throughout the building. Pupils readily explain that they understand the importance of being able to talk to someone if they have worries or concerns.

The college's website provides the latest version of policies for safeguarding and child protection, behaviour, anti-bullying, health and safety, and well-being. Parents overwhelmingly report that they feel their child is happy and safe at the college.

Risk assessment is thorough and systematically applied to all aspects of college life. Documentation is extensive and accurately identifies areas which may require modification to ensure safer practice. This includes college-based lessons and events, extra-curricular activities and the many local and international visits in which pupils participate.

The college benefits from trained first aiders in all areas. There are posters informing pupils of the importance of first aid throughout the college. Medical staff regularly check and maintain the content of first aid kits located across the college. Defibrillators are available in the medical base and in the PE block.

The college follows recommended procedures for fire evacuation and all documentation is rigorously recorded with action points immediately addressed should a minor issue arise. The college keeps detailed records of the maintenance of all safety equipment. All external audits check the college's compliance with regulations. As a result, the college is a safe learning environment where all safeguarding arrangements mirror UK practices and requirements.

Standard 4. The suitability of the proprietor and staff

The college meets the requirements of this standard.

The college has a dedicated human resources team of three that ensures that background checks comply with the requirements for staff working with pupils. It includes any staff who are not directly employed by the college, such as governors and outsourced companies. BCAD has a robust recruitment process. All leaders and governors involved in the appointment of teachers have undergone safer recruitment training. Most teachers have British teaching qualifications and have the appropriate subject or phase specialisms. The recruitment procedures check the identity of prospective staff, their medical fitness, qualifications, police checks and character references from their previous and current employer in order to determine their suitability to work with the children. The college keeps a single central record (SCR) of all staff which is robust and securely stored to ensure staff confidentiality. The headmaster and one member of the board check it regularly.

Standard 5. The premises and accommodation

The college meets the requirements of this standard. Every area provides an outstanding learning environment for all groups of pupils and students.

The staff and pupils' washrooms are separate, easily identifiable and in sufficient numbers. The college has excellent amenities for people with physical disabilities that include personal alert systems. The college's medical base is a welcoming and bright facility, offering privacy for examination, washing facilities and treatment and recovery spaces. The facilities staff systematically maintain the campus to ensure the highest standards of cleanliness.

The ongoing refurbishment programme continually enhances the safe and nurturing environment of the college and further develops the campus' high-quality infrastructure. The campus has well-positioned ramps and elevators that provide access for people with physical disabilities to all areas. The college benefits from several bright and spacious library facilities that are well-resourced and appropriate for each stage of pupils' education. Each library has comfortable seating, study desks

with online access, providing good opportunities for independent study. The auditorium is an expansive multi-function space with outstanding sound, light, and projection facilities. This space is well used for different purposes, including college assemblies, celebrations, curriculum events involving parents, and staff development sessions. The college provides a private prayer area for boys and girls, and the recent addition of a sixth-form common room provides an outstanding space for students to study and socialise.

Indoor and outdoor facilities for PE are of very high quality with appropriate changing and washing facilities for boys and girls. The games hall provides a large space for both team games and individual sports and the outdoor swimming pool is of competition standard. The conditioning room and other smaller indoor spaces throughout the campus reflect the strong emphasis the college places on promoting physical and mental well-being. Science laboratories are very well resourced and provide a stimulating environment that promotes critical thinking and leads to pupils achieving outstanding results. Other specialist facilities provide outstanding opportunities for pupils to develop skills in music, art and design and technology.

The security team oversees the safe and orderly arrival and departure of pupils and staff. Visitors can only enter the college wearing a lanyard, once the college completes the robust identity checks. The team maintains a high level of vigilance to ensure that the college is a safe environment for all.

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

The college meets the requirements of the standard.

The college communicates effectively with parents and carers through a range of systems, including a weekly newsletter, class emails in the Pre-Prep and Prep Schools and social media updates for activities and trips. Parents have a list of staff email addresses and value that staff adhere to the college's policy of responding to any contact within 24 hours. In addition, the college has formal structures for gathering parents' views, including a termly forum, coffee mornings, and an annual survey. Parents are represented on the Local Advisory Board (LAB). Parents value that they can support their child's learning through regular updates from the college, particularly from the inclusion unit. Parents have a strong awareness of safeguarding procedures and have confidence in the college's capacity to effectively manage any concerns

that may arise. The college's website contains all the required information about safeguarding, academic results, the curriculum, admissions, complaints and behaviour. Leaders are currently conducting a review to streamline communications systems, including an enhanced parents' portal.

Parents are highly positive about the college. Almost all parents who responded to the BSO parents' survey confirm that their child is safe and thrives in the college, and that the college is well led. Inspection evidence supports their views. Parents feel that the staff and senior leaders listen to their views. Parents' suggestions have prompted the college, for example, to update the stock of books in the library, and to review concerns over long-term staff absence. They indicate that college leaders in all sections deal promptly and effectively with any concerns that arise. They value leaders' ready availability at the college gate when they are dropping off or picking up their children, enabling leaders to resolve their minor concerns quickly.

Parents express confidence in how the college prepares pupils for entry into the UK education and higher-education systems, whatever their circumstances. During the inspection, an assembly for Year 6 introduced pupils to the important process of moving to the Senior School. Parents received key information to enable them to discuss fully this important transition with their children. Parents receive detailed written reports regularly on their child's academic attainment and progress, with clear advice about their next steps.

Standard 7. The school's procedures for handling complaints

The college meets the requirements of this standard.

Parents have full access to the complaints policy on the college's website and in the parents' handbook. Senior leaders update the policy annually, ensuring that they clearly highlight any changes. The policy fully complies with all the requirements. It has clear guidelines for dealing with complaints effectively. The four stages outline the resolution process for concerns and complaints and ensure that the expectations of all parties are met within clearly defined timeframes.

The college keeps up-to-date records of any concerns, complaints and their resolution. In the current year, there have been no formal complaints. In the previous

year, there were two formal complaints sent to the headmaster. The college has resolved all official complaints successfully, ensuring all parties' satisfaction with the outcomes and recommendations.

Standard 8. Leadership and management of the school

The leadership and management of the college are outstanding.

The new headmaster, the governing body and leadership at all levels are inspirational. Leaders, along with the staff, are resolute in their determination to continue to raise achievement further. They share and model an exceptional vision for the college, underpinned by clearly articulated values, curiosity, confidence and kindness. Senior leaders and staff show determination and skill in enabling pupils to achieve their best. A strong culture of learning and achievement pervades the college.

The headmaster and senior leaders know the college's strengths and areas for improvement. Senior leaders lead by example through the quality and positive impact of their work. Team dynamics and high-quality discussion in line management meetings promote seamless collaboration. Senior leaders and middle leaders demonstrate excellent capacity to improve the college further.

The leadership fulfils its responsibilities in ensuring that the BSO standards are consistently met. Both inspection and compliance are systematically evaluated during the board of governors' meetings. Representatives from BCUK, Bloom Education and other members in a variety of roles form the strong governing body. Safeguarding, health and safety and inclusion governors actively support the college through their scrutiny of its work. Representatives of parents and pupils on the LAB meet termly and offer critical challenge and support, including on college developments and strategy. The governors and the leadership team are very clear about their separate responsibilities. Bloom Education and BCUK conduct annual reviews with regular follow-up quality assurance visits.

Regular surveys and bi-termly parental forums ensure that the college gathers valuable insights and opinions to influence decisions and shape the drive for excellence. The pupils' council focuses on environmental impact and representatives have met members of the governing board to discuss sustainability, resulting in the

installation of more energy efficient light bulbs. Pupils speak highly of the changes initiated by the new headmaster. Parents, staff and pupils unanimously praise the college. Parents comment for example that the school is 'well-led, has a hardworking team of staff, and is extremely committed to the children's well-being'. Staff believe that the new headmaster has been very clear about his expectations, vision and direction for the college. Most staff are proud members of the college and feel well supported by their line managers.

Governors are rigorous in holding all staff to account. The headmaster's performance management is rigorous and forensic in detail, ensuring alignment with the college's strategic plan. Governors regularly evaluate the headmaster's key performance indicators to ensure they match strategic objectives.

The governing board has clear financial policies and ensures that the college operates legally and is compliant with all requirements. The headmaster has the autonomy to run the college, the budget and resources. Since he joined in August 2023, the headmaster has been strongly focused on making improvements that enhance pupils' learning and raise their outcomes. He has already started to act incisively to tackle the high staff turnover as the college's key challenge. In the current year, the college has appointed 20 new middle leaders who have already been highly effective in further improving pupils' outcomes across a wide range of subjects. The headmaster has established rigorous systems to ensure that senior leaders hold themselves accountable through highly effective line management meetings. A few senior leaders are currently completing their National Professional Qualifications (NPQ) and becoming the driving force for sustainable school improvement, as a result.

Departmental self-evaluation is highly reflective throughout the college and feeds seamlessly into the whole-college self-evaluation process. Highly detailed data analysis and strategic planning systematically ensure that there are clear priorities for teaching and learning aligned to professional development requirements. The overall college development plan and departmental plans are thorough with accurate self-evaluation. All objectives are very clear with key accountability and deadlines in place. Progress meetings monitor in fine detail pupils' and students' achievement, and their personal development, targeting key areas for improvement.

Leaders at all levels and governors take their responsibilities for equal opportunities seriously. The college provides a caring, supportive and tolerant community in which

pupils thrive. The college has a strong culture of caring and safeguarding in which pupils' emotional well-being is of paramount importance.

EYFS provision

By the end of the EYFS, the large majority of children achieve a Good Level of Development, which is above the England average. Given that the majority of children do not speak English as their first language, this confirms inspection evidence that almost all make strong progress from a wide range of starting points. Assessment data on personal, social and emotional development, literacy, numeracy and communication skills indicate outstanding levels of attainment. There is no significant difference between the achievement in core subjects of girls and boys by the end of FS2. As a result, the very large majority of children are well prepared to start key stage 1.

Leadership in the early years is highly effective. Leaders keep their own training up to date and collaborate on weekly planning for lessons, which are responsive to children's changing needs. Personal social and emotional development (PSED) actively promotes values such as individual freedom, tolerance and respect, democracy and the rule of law. Children's early exposure to basic coding has confirmed the college's ambition to promote STEAM subjects. As a result, children develop early problem-solving and logical analysis skills. The college measures children's development and progress systematically. Teachers strategically modify the curriculum to meet children's needs, for example by moving the introduction of phonics from the autumn half-term to the start of the term. Weekly reading periods for all children, and early intervention for children who are falling behind in their reading, now tackle weaknesses in children's comprehension skills. The teaching environment enables an effective blend of teacher-led and child-led activities, with exploration and enquiry as the priorities for learning. Well-designed and well-resourced indoor and outdoor spaces provide children with opportunities to learn through play. Leaders manage health and safety considerations and risk assessments effectively so that a safe and secure environment is maintained at all times, fostering a culture of well-being for both staff and children.

Parents know about their child's progress both through formal and informal channels, ensuring regular communication, allowing for timely support and the reinforcement of learning goals at home and thereby strengthening the home-school partnership.

Zones of regulation have been successful in enabling children to behave with greater self-control. Children enjoy their learning, and they feel safe and happy, establishing productive classroom routines, learning to play harmoniously by sharing and taking turns. Children's behaviour and attitudes to learning are uniformly supportive, reflecting the school's positive ethos, cultivated by teachers and reinforced by parents. This collective effort by teachers, staff, and families creates an environment where children are motivated, respectful, and engaged in their learning, leading to a thriving academic community.

Post-16 provision

The provision in the sixth form is outstanding. There are currently 143 students and almost all stay at the college to continue their studies. The head of the sixth form has an in-depth knowledge of all students' aspirations for their future careers and studies. Students speak very positively about the support and guidance that they receive from careers and counselling staff. They state that the guidance is invaluable and helps them to make informed choices from the 24 different A-level subjects on offer. Attendance is excellent and in line with the rest of the college. All students in the sixth form go on to attend prestigious universities around the world with just over the majority of students studying in the UK, with a minority studying in the USA and Canada.

In addition to academic studies, the extensive CCA programme offers a rich variety of experiences for students to develop skills in sport, music, art and drama. Students enjoy trying out new activities such as the Duke of Edinburgh Award which in Year 13 culminates in Gold, an outstanding achievement.

Students have many opportunities to take on leadership roles. In addition to the well-established roles of head Girl and head Boy, there are other roles at each stage of the college. The paired reading scheme allows older students to become excellent role models for younger children. Beyond the college, many charities and organisations, such as the Red Crescent, benefit from the students' commitment to help others. A few students are solely responsible for coordinating the whole college celebration days such as the National Day and Commemoration Day.

Students display a great deal of pride in the college and consider that British values are woven into the life of BCAD. They gave examples of democracy, such as students being elected to represent year groups, or attending the regular breakfasts with the

headmaster who values their opinions. They hold a strong view that students' behaviour in the college is exemplary and that as in real life, there are consequences for not being respectful and considerate to others.

Compliance with regulatory requirements

BCAD 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). BCAD 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 college might wish to consider the following point for development:

The high turnover of staff impacts negatively on pupils' continuity of learning and their confidence. Leaders and governors should explore ways in which staff can be better retained at the college. As a result, pupils will continue to thrive through greater continuity in their learning and with their teachers.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	x			
How well the curriculum and other activities meet the range of needs and interests of pupils	x			
How effective teaching and assessment are in meeting the full range of pupils' needs	x			
How well pupils make progress in their learning	x			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	x			
The behaviour of pupils	x			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	x			
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Leadership and management

Overall effectiveness of leadership and management	x			
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School Details

Name of school	Brighton College Abu Dhabi
Type of school	Private
Date school opened	August 2011
Age range of pupils	3 – 18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1854
Number on roll (part-time pupils)	N/A
Annual fees (day pupils)	AED 50,830 – 80,780
Annual fees (boarders)	N/A
Address of school	Brighton College Abu Dhabi Near Khalifa Park, Abu Dhabi 129444 United Arab Emirates
Telephone number	+97128156500
Email address	headmaster@brightoncollege.ae
Headteacher	Scott Carnochan
Proprietor	Brighton College UK and Bloom Education

GLOSSARY

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

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

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

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

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

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

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

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

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.

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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