

Brighton College Al Ain

British Schools Overseas Inspection Report

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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 three inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

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

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

Inspectors report on the extent to which schools meet the relevant standards for British Schools Overseas (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 British Schools Overseas standards are as follows:

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

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

The purposes of BSO inspections are to:

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

Key for inspection grades

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

Proportions used in the report

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

Information about the school

Brighton College Al Ain (BCAA) is a co-educational day college located in Al Ain in the United Arab Emirates (UAE). The college opened in 2013 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 962 pupils on roll aged three years to 18 years, making it smaller than most other all-through schools.

BCAA is organised into three schools. The Pre-Preparatory School (Pre-Prep) caters for pupils in the early years foundation stage (EYFS), Year 1 and Year 2. The Preparatory School (Prep) is for pupils in Years 3 to 6 and the Senior School is for pupils in Years 7 to 13. Pupils study the EYFS curriculum, followed by the national curriculum for England (NCfE). Pupils choose whether to study in single-sex or mixed-gender classes for their GCSE and A-level courses. In the Senior School, pupils take GCSE or IGCSE qualifications leading to A levels in the sixth form.

Just over 40% of children are new to foundation stage (FS) 2. Each year, 150 pupils across year groups join the college and for the majority of those pupils English is not their first language. Almost one third of new pupils joined Year 11 in 2024-25. The numbers of students in sixth-form classes are low, limiting the statistical significance of comparative outcomes.

There are over 22 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 240 pupils identified with special educational needs and/or disabilities (SEND), with a very small number in key stage 4 and the sixth form, and 869 pupils use English as an additional language (EAL).

The current headmaster, who has been with the college for 10 years in a variety of leadership roles, assumed the position in September 2022, following a period of significant instability for the college. In the same year, the college's leadership team introduced a new role, deputy head, development and operations, to enhance strategic oversight.

The turnover of staff has been relatively high against international standards, particularly during the challenging 2022-23 academic year. Turnover reached 22% in 2024 and is projected to reduce to 6% in the current academic year.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the 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 84 lessons. Twenty-seven of the lessons visited were jointly observed by an inspector and a senior member of staff. There were 25 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 Al Ain is an outstanding school and provides an outstanding quality of education for pupils from three to 18 years.

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

Attainment and progress in **English** are outstanding. Pupils across the college make outstanding progress from their low starting points. There is a very small variation in the performance of girls, who outperform boys in Pre-Prep. Pupils with SEND make excellent progress from their starting points because they receive highly effective support. The majority of pupils who speak EAL, and join the college at different points, perform less well.

A very small minority of children enter foundation stage 2 (FS2) with literacy skills and a small minority enter with communication and language skills expected for their age. In Pre-Prep, children make good progress in developing their communication and language skills through carefully planned activities and regular interaction with adults. By the end of FS2, the majority of children achieve a Good Level of Development in communication and language skills and a minority attain a Good Level of Development in literacy. As a result, most pupils meet the expected standard in the key stage 1 phonics screening check, with a positive upward trend over the previous three years.

Pupils across the college make excellent progress in their speaking and listening skills. They present their ideas clearly, offering evidence to support their arguments and listen to others' views. They demonstrate their progress in vocabulary and language acquisition in discussions. Throughout the college, pupils read often and therefore make excellent progress in their reading skills. Pupils in Prep scan and skim texts to retrieve information. Pupils in the Senior School choose challenging texts and poems to analyse.

In IGCSE examinations, at the higher grades of 9 to 7, most pupils attain above the England average in English language and almost all attain above the England average in English as a second language. The majority of pupils attain at the England average in English literature at grades 9 to 8. Trends in IGCSE English language, English as a second language, and English literature have been very positive over the previous three years. Pupils have systematically achieved almost one grade higher than their predicted grade in English literature and two grades higher in English as a second language.

At A level, the large majority of students attain at the England average in English literature at grades A* to C. No students have taken A-level English language examination.

Attainment and progress in **mathematics** are outstanding in all phases. Over the previous three years, there has been a continued trend of improvement in attainment across all phases.

A minority of children enter Pre-Prep with mathematical skills that are below age-related expectations and have very little ability in English. Highly-effective lesson planning and well-taught lessons ensure that a majority of children make rapid

progress by the end of FS2. Children develop a secure understanding of numbers up to 10, recognising the relationships between them and identifying the patterns that underpin their mathematical thinking.

In Prep, most pupils continue to make strong progress relative to their starting points. Pupils develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They can break down problems into a series of simpler steps when seeking solutions. All pupils, including those with EAL and SEND, make rapid progress from their individual starting points.

In the Senior School, the majority of students achieve above the England average with 45% achieving the higher grades of 9 to 7 in IGCSE mathematics. There is a very small variation in the achievement of the high grade of 9 where girls outperform boys but boys and pupils with SEND make more rapid progress. Pupils with EAL achieve half a grade higher than their predicted target. In Year 11, pupils have a secure understanding of how to prove that shapes are similar by applying geometric reasoning and proportional relationships. Most pupils apply their knowledge to solve complex problems, showcasing high levels of mathematical confidence and progress. Attainment for the current Year 11 indicates that 35% of pupils are on track to achieve grade 9. Mathematics outcomes have improved steadily over the previous three years. On average, pupils make slightly more progress each year than expected nationally, showing the positive impact of strong teaching and the targeted support.

In the sixth form, 40% of students achieve significantly above the England average at A level for the highest grade of A*. Students can confidently apply partial fraction techniques to break down complex algebraic expressions, enabling them to simplify and solve challenging mathematical problems effectively. Attainment for current students in Year 13 indicates that the majority of students are on track to achieve the high grades of A* to A.

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

The trend of improvement in the previous three years has resulted in pupils' attainment being above age-related expectations. In Years 2 and 5, boys make better progress than girls. Boys outperformed girls in both attainment and progress by a very small amount at key stage 4 in their achievement of the higher grades of 9 to 7. The large majority of pupils with EAL achieved their target grade. As a result of highly-effective support, pupils with SEND sustained good progress against their starting points.

Children in Pre-Prep learn through exploration and discovery. Children investigate and solve problems through observation and hands-on experiments. A vast majority of children reach a Good Level of Development in understanding the world at the end of FS2.

Pupils' excellent progress continues in the Senior School. A large majority of pupils achieved above the England average in IGCSE at grades 9 to 7 in biology and chemistry in 2024. In physics, most pupils achieve grades 9 to 7. However, 25% of pupils joining the IGCSE programme from schools with a different curriculum have impacted negatively on pupils' outcomes. In combined sciences, pupils' progress falls into the top 25% when compared with England averages. Over the previous three years, pupils have shown excellent progress in GCSE with them achieving beyond their predicted grades by almost half a grade. Pupils make effective use of laboratory time to develop their scientific enquiry skills, conducting experiments with increasing accuracy, and deepening their understanding of key scientific concepts.

In the 2024 A-level examinations, a large majority of students gained A or A* grades in biology, and 80% achieved the same grades in chemistry. In physics 50% of students received A or A* grades. These percentages are significantly higher than England averages. In biology there has been an improving trend in the number of students obtaining the highest grades, in chemistry the proportion matches the previous years, but in physics, there has been a slight downward trend in students obtaining the highest grades over time. There are no students with SEND taking A levels in science. In sixth-form lessons, students accurately apply scientific formulae because they successfully connect their learning in mathematics.

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

In Prep, pupils benefit from specialist teachers in humanities, music, PE, art, swimming and computing and make strong rates of progress as a result. They enjoy learning a modern foreign language such as French.

Attainment at IGCSE in French, PE, art, business studies, geography, history, and psychology is well above the average for England. Most pupils achieve at least one grade higher than their predicted grade in psychology, history, business studies, art and French.

At A level, the vast majority of pupils achieve the high grades of A* to A in art and design, well above the average for England. Students have achieved on average two grades higher than predicted. In Spanish, the vast majority of students achieved the highest grade of A*. In history, a large majority of students achieve significantly above the England average at A* to A. Overall, boys, girls, EAL and students with SEND make consistent progress and maintain strong performance across all subjects. The number of pupils taking other subjects remains very small.

Summary of other judgements against the BSO standards:

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

As a result of this inspection, undertaken during February 2025, 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.

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. It meets the requirements of the EYFS framework and the NCfE. Leaders demonstrate exceptional ambition by adapting the curriculum to meet the diverse needs of all pupils, including those with SEND, those who speak EAL, and high-level performers. Leaders respond to the changing needs of pupils by offering an inclusive curriculum. For instance, a few pupils take AS levels in English language to gain entry into universities in the UAE.

Leaders and teachers review the curriculum thoroughly, so that it complies with legal requirements and fits the cultural context of the host country. They expertly weave in knowledge and understanding about Britain and the wider world to the curriculum. As a result, pupils are well prepared for life in the UAE, in Britain, and elsewhere. Pupils make relevant connections by comparing UAE and British values. In Pre-Prep, children follow Paddington Bear's adventures in Britain and imagine him having similar adventures in the UAE. In Prep, pupils learn about the adventures of the British explorer Ernest Shackleton. Older pupils understand the role of ministers in the Houses of Parliament and in the National Council in the UAE.

Leaders and teachers rigorously review the curriculum, ensuring continuity, progression, and coherence across all phases. In Pre-Prep, children learn through discovery and exploration in an exceptionally well-resourced indoor and outdoor environment. Teachers carefully plan seamless, cross-curricular links, enabling meaningful learning. Pupils are well prepared for the next phase of their education with effective and engaging transition systems in place. For instance, older pupils prepare an exciting day for Year 5 pupils to find out more about the Senior School as detectives.

Staff and sixth-form pupils actively support Year 9 pupils in making subject choices that align with their achievements and interests. Pupils in Year 11 benefit from workshops that actively develop their time-management skills, resilience, and awareness of their physical and emotional well-being. Staff arrange university and career workshops which provide pupils and parents with the tools to make informed

choices. College staff actively support pupils in seeking work experience opportunities early, helping them understand and appreciate the significant benefits of these experiences.

Teachers and leaders skilfully plan personal, social, health, and economic (PSHE) education to ensure pupils develop essential skills through lessons, tutor time, and assemblies. Pupils understand the importance of respect for all people with regard to the protected characteristics of age, gender, disability, race, religion or belief, pregnancy and maternity. The characteristics of marriage and civil partnership, gender reassignment, sex and sexual orientation are precluded to comply with UAE laws.

Leaders enrich the curriculum with trips and activities relevant to pupils' needs and interests. Pupils develop adventure skills on residential trips in Ras Al Khaimah, volunteer in Nepal and ski in Azerbaijan. Visitors such as the fire service, doctors, artists, and authors deliver talks that add depth and meaning to topics learned in the curriculum.

The college offers a wide range of 55 co-curricular activities (CCA) from medical society for older pupils to Lego and nature club for younger pupils. These are regularly updated to meet the needs and interests of pupils. Teachers provide pupils with rich opportunities to prepare for the London Academy for Music and Dramatic Art (LAMDA) examinations and the Duke of Edinburgh's (DofE) International Award enhancing their self-confidence and strengthening their teamwork skills. Sixth-form pupils lead chess debate clubs for pupils from a range of different year groups.

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

Teachers have a deep understanding of their subjects. They know the best strategies to employ to help pupils improve their personal and academic achievements in lessons. They are skilful in engaging pupils' interests and maintaining their enthusiasm because they present stimulating work at the most appropriate level for pupils' ages and abilities. Teachers set out their very high expectations at the beginning of each lesson so that pupils know exactly what they have to do and what they will learn. Almost always, teachers start with an interactive question, following the approach of 'start with an impact' focusing on pupils' recollection of what they learned last time. They expect pupils to think carefully and provide their best possible answer. Teachers encourage pupils to manage their own learning to the best of their abilities, and to work out solutions to problems for themselves. Teachers use time and resources

efficiently so that pupils have ample time to tackle tasks and to take on higher-level challenges where appropriate.

Teachers are particularly successful at helping pupils to develop as confident communicators in English. Most teachers use a variety of techniques effectively, such as encouraging correct pronunciation, and modelling good sentence structure orally and in writing, so that most pupils' vocabulary, spelling and understanding of grammar improve over time. In the most effective additional classes for EAL pupils, teachers set ambitious and appropriately challenging tasks that enable pupils to develop advanced skills, such as paraphrasing and identifying synonyms and antonyms. However, this excellent practice is not yet fully consistent across all lessons.

Teachers assess pupils' work rigorously. They mark books and course work meticulously and provide precise oral and written feedback which focuses on what pupils need to learn next. The interactive approach to questioning seen in lessons extends to teachers' marking where pupils offer their own written responses to the guidance they receive. Teachers make certain that periodic assessments are closely linked with curriculum requirements. They ensure that assessments for older pupils fully match the challenges that they will face in external examinations. Teachers in examination classes, such as business studies and mathematics, use past papers effectively to develop pupils' examination skills. They provide detailed, forensic feedback, including clear 'Even Better If' (EBI) targets, skilfully guiding pupils on how to gain more marks. Teachers systematically address misconceptions, ensuring pupils understand and correct their errors. As a result, pupils can confidently explain where they went wrong, such as miscalculating or misreading questions, and demonstrate rapid improvement in their responses.

Teachers have a very clear understanding of how much progress pupils make in their subjects. They use the results of pupils' assessments effectively to plan work which matches the needs of all, including pupils with SEND and high-attaining pupils. There are successful partnerships with parents so that pupils take on challenging tasks at home, practising skills, such as handling money, which underpin their learning. In most lessons, teachers take care to weave together pupils' knowledge of different subjects. For example, in geography in Year 5, pupils use their mathematical skills when they plot graphs to illustrate temperature ranges in the Himalayas.

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

The standards relating to the spiritual, moral, social and cultural developments 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** (SMSC) development of pupils is outstanding.

Leaders successfully ensure that the college is an inclusive community, where pupils and staff value and embrace diversity. Pupils are polite, kind and respectful to their peers and to adults. They demonstrate exemplary attitudes to learning. Levels of attendance are high as a result of highly effective communication with parents and pupils. Pupils can participate in CCAs planned during lunch breaks to accommodate those who travel home on buses.

Pupils across the college behave well and demonstrate high levels of independence. One fifth of pupils have taken on leadership roles ranging from prefects and house captains to kindness ambassadors, pupil librarians and Emirati ambassadors. Playground prefects undertake training so that they can offer appropriate support to other pupils at breaktimes.

Children in Pre-Prep learn about fairness and how to make good choices, as they play and learn together. Pupils across the college develop a good understanding of what is right and wrong. When pupils make choices or decisions that do not align with the college's values, they actively reflect on the impact of their actions and take steps to make amends. Leaders prioritise restorative justice, creating a safe and inclusive environment for everyone.

Pupils in Prep learn how to develop healthy friendships and relationships in PSHE lessons. Sixth-form students think deeply about ethical challenges in different scenarios. They confidently offer opinions and listen respectfully to counter opinions, to help them make choices. Leaders listen to pupils through various forums, including the college council and surveys. They make changes where possible, to implement pupils' suggestions, for instance about events and activities.

Staff employ innovative ideas to ensure that pupils understand life in Britain. Children in the early years make comparisons with institutions such as Buckingham Palace and Qasr Al Watan. In drama, pupils learn about The Globe Theatre and National Opera, and attend plays at Etihad Arena and Dubai Opera. Sixth-form students demonstrate a good understanding of services provided by the National Health Service when discussing questions about medical ethics. They learn about British banks and supermarket chains in business studies' lessons as real-life case studies.

The college celebrates National Day and International Day so that pupils gain knowledge and understanding of Emirati and other cultures. During National Geographic Week, pupils in Prep researched and presented information about cultures, religions and beliefs from across the globe. Older pupils take part in the model United Nations debates about current issues, such as how to hold governments to accountable for sustainable development goals. Sixth-form students expertly and confidently lead PSHE lessons about the importance of community for younger pupils. Pupils are aware of people less fortunate and raise money for charitable purposes. They are considerate about the college staff who maintain a welcoming environment by helping them with tasks, such as gardening.

Teachers instil the importance of respect for all, regardless of background, through engaging PSHE lessons, impactful assemblies, and the reinforcement of college values. Across the college, pupils work together during activities especially planned so that they learn to respect people of different ages. Carefully chosen texts and poems in subjects such as English, drama and history, enable pupils to discuss the importance of not stereotyping and recognising each person for being unique, despite disability, age or gender.

Teachers and leaders embed mutual respect and tolerance in every aspect of learning, integrating British, college, and UAE values seamlessly into the curriculum and college culture. Pupils understand the importance of democracy by voting for college council representatives. Sixth-form students actively support Year 9 pupils in researching and presenting their ideas on the importance of fundamental British values and college values in society and the workplace, fostering collaboration and deeper understanding. Older pupils gain knowledge of the rule of law when studying ethics in business studies. Pupils demonstrate their understanding of individual liberty by listening respectfully to other people's opinions.

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

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

College leaders ensure that there is an exceptionally healthy and safe environment for working and learning. They thoroughly review relevant policies and make certain that safeguarding, and health and safety policies fully meet UK and UAE requirements. Staff update the rigorous risk assessments daily for onsite and offsite activities. Leaders ensure the fire safety policy is rigorously implemented through regular and well-coordinated evacuation drills. These drills, conducted in collaboration with local civil defence agencies, equip pupils and staff with the skills and confidence to respond swiftly and safely in emergencies. Highly-trained first-aiders are strategically deployed across all areas of the college, contributing to the overall safety and well-being of pupils and staff

There are very effective systems in place for safeguarding pupils. The comprehensive safeguarding policy is on the website and staff and parents sign to confirm that they have read and understood it. There are frequent training sessions for staff so that all are fully aware of and take seriously their safeguarding roles and responsibilities. The designated safeguarding lead and deputies assiduously monitor pupils' well-being and ensure that there is vigilance and clear lines of reporting and communication. Information about the safeguarding team is prominently displayed in each of the college buildings, with written and photographic descriptions of who can help and how.

There are excellent systems in place for promoting pupils' physical and mental well-being, managed by nurses and counsellors, who work within appropriate guidelines and protocols. College leaders have carefully adapted the curriculum to incorporate teaching and learning about health and well-being. There is a strong focus on everyone having an equal responsibility for caring for each other, and pupils and staff understand how to get help and guidance when they require it. The college provides exceptional support to pupils facing difficulties or distress, ensuring their well-being and promoting a positive environment.

The college's behaviour, rewards and sanctions policy is closely aligned with its core values, and is well-known to pupils and staff. There are detailed records kept of all incidents and efficient strategies for communication with parents. Pupils understand the code of conduct because they help to write and revise it. College leaders actively

promote positive behaviour through the house system and a wide range of celebrations and rewards. The college acts promptly and effectively to deal with the rare cases of bullying.

Pupils demonstrate their enjoyment of college through their high attendance rate of 96% and good punctuality levels, both of which exceed UK averages. The vast majority of parents', pupils' and teachers' surveys indicate that all groups believe that they are safe at the college and that it is a healthy environment for working and learning.

Part 4. The suitability of the proprietor and staff

The college meets the requirements of this standard.

The college fully meets safeguarding requirements, supported by robust systems that prioritise the safety and well-being of all pupils. A dedicated member of the human resources team oversees the completion of all necessary background checks, extending beyond staff to include governing board members, contractors, and outsourced companies, ensuring a culture of comprehensive safeguarding. No member of staff can take up a position at the college until these checks are complete.

A meticulously maintained single central record (SCR) contains detailed checks on start dates, identity verification, medical fitness, the right to work in the host country, qualifications, criminal record checks and references.

The SCR is regularly reviewed by the headmaster, safeguarding lead and the safeguarding governor, and is securely stored to guarantee compliance and confidentiality.

Senior leaders and board members complete training in safer recruitment practices, ensuring they uphold the highest standards of safeguarding.

The safeguarding and child protection procedures are thorough and mirror the expectations of both UK legislation and of the host country.

Part 5. The premises and accommodation

The college meets the requirements of this standard.

College leaders ensure that the premises are safe, well-lit with high levels of security. All staff and visitors are carefully checked before they enter the building. All areas of the premises are suitably adapted for people who encounter physical or sensory difficulties, including ramps and lifts. The security staff consistently ensure the highest standards of safety by patrolling and meticulously monitoring the entire campus. The site, including showering and toilet facilities, is clean, hygienic and in very good repair. The extensive dining areas are very well maintained. Breakages are quickly repaired or replaced. School systems ensure that chemicals and cleaning substances are very safely labelled and stored. The regular checks carried out by external contractors, for example of firefighting equipment, add to a sense of safety and order. Evacuation routes from buildings are well signposted and clutter-free.

College leaders ensure that resources closely match pupils' learning, academic and personal development needs. They pay careful attention to equipping specialist teaching areas suitably, such as music, technology and art. The spacious and well-designed libraries promote reading for pleasure and for information. Teachers and teaching assistants make very good use of the areas outside classrooms for a range of small-group and individual learning activities, especially in Pre-Prep and Prep. Sophisticated online systems prioritise the college's improvement by efficiently managing inventory, and purchasing and updating resources. Pupils in all phases benefit from the widespread availability of modern technologies to aid their research and investigation. Staff ensure classrooms and specialist areas have appropriate acoustics to create an optimal learning environment.

The visiting doctor and the college nurses provide health care and guidance in the well-maintained clinics for boys and girls. There are rest spaces for pupils who feel unwell with adjacent toilet and washing areas. The college ensures hot and cold water are available for handwashing in all facilities. There is plenty of drinking water available, clearly labelled, in all buildings. The college offers high-quality facilities for physical education and recreation, catering to pupils of all ages.

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

The college meets the requirements of this standard.

Leaders communicate with parents regularly and effectively through a variety of channels so that parents are well informed. The college shares newsletters and important information proactively in both Arabic and English, ensuring clear and inclusive communication with all families. Parents who are new to the college are well informed before choosing to enrol their children. This includes information about child protection and safeguarding, admissions, curriculum, SEND, EAL, behaviour and sanctions, bullying, first aid and medicines and complaints.

Pre-Prep and Prep actively share information through online platforms, enabling parents to access daily updates on their children's achievements and behaviour. Parents appreciate how staff promote independence by enabling older pupils to have access to learning materials online.

Parents meet with teachers three times a year to discuss their children's progress and achievements. They can also meet with teachers at other times, particularly if they have a query or concern. Parents appreciate the positive relationships that teachers have with their children.

Leaders organise regular workshops to inform parents about ways to support their children. Topics include successful learning strategies, or how to support emotional and physical well-being. Pre-Prep and Prep proactively deliver workshops in phonics, reading, writing, and mathematics, equipping parents with the skills to support their children's learning effectively. Those with older children attend workshops to help them support their children in choosing subjects at IGCSE.

Parents receive three reports every year with detailed and useful information about their child's attainment and progress and attitude to learning. Teachers provide information about where pupils are in relation to their targets, with clear next steps. Pupils actively evaluate their own progress and identify the steps needed to achieve their targets, fostering independence and a deep understanding of their learning journey.

Leaders respond to parents' concerns swiftly and meet with them when needed. They consider parents' views through regular surveys and termly meetings with parental representatives on the Local Advisory Board (LAB). Leaders have responded to parents' views about the use of electronic devices, such as tablets, by setting homework tasks that promote pupils' research and active learning.

Parents actively engage in college life by participating in events such as community picnics and end-of-term celebrations, where pupils proudly showcase their work. As a result, they feel a strong sense of belonging.

During discussions with inspectors, parents spoke highly of the college's ambitious and well-rounded curriculum. They value the efforts made by the college to provide enriching learning experiences that broaden pupils' understanding of the world around them.

Part 7. The school's procedures for handling complaints

The college meets the requirements of this standard.

The college operates a clear, three-stage process for managing parental concerns. Informal discussions serve as the first step, promoting early resolution. If concerns remain unresolved, the matter progresses to the board. When necessary, an independent panel member participates in a formal hearing. This structured approach highlights the college's commitment to fairness, impartiality, and transparency. Leaders regularly review the process to ensure it remains effective and robust.

The college documents its policy clearly and provides parents with easy access on its website. The policy specifies timescales for addressing concerns and encourages informal resolution before escalating to a formal, written complaint.

To promote transparency and fairness, the college arranges formal hearings when needed. A panel of at least three members, none of whom were involved in the matter, leads the process. The panel includes an independent member with no links to the college's management or operations. The college invites parents to attend the hearing and to bring a companion if they wish. The panel records its findings and recommendations and shares them with the complainant and, where appropriate, with those involved.

Leaders maintain detailed written records of all complaints, whether resolved through informal dialogue, formal procedures, or panel hearings. They also document any actions taken following a complaint, regardless of the outcome.

The college prioritises confidentiality by securely storing all correspondence, statements, and records, with access restricted unless required by local legislation.

Staff work in partnership with parents, promoting a culture of trust and clear communication. This collaborative approach ensures that most concerns are addressed quickly and informally. The college has received three formal complaints during the current academic year and has resolved them all.

Part 8. Leadership and management of the school

Leadership and management of the college are outstanding.

Leaders demonstrate a clear and ambitious vision for delivering an exceptional standard of education for all pupils. They implement their vision: 'creating an outward-looking college that prioritises emotional well-being and fosters a life-long love of learning' with remarkable success. The college encourages every child to discover their talents and passions, fostering a deep sense of self-belief and motivation through the motto: 'Be the best you'. The college embeds its values of being 'kind, curious, confident' in every aspect of college life.

There is a deeply embedded culture of accountability across all levels of the college, from teachers to governance. Performance management through professional growth conversations for the staff is rigorous. Self-reflection forms a key part of line management meetings and the professional development process. Four leadership team members are completing National Professional Qualifications (NPQ), and four middle leaders are taking part in the Brighton Aspiring Leaders programme. Middle leaders demonstrate a deep level of expertise and play a pivotal role in driving improvement by leading collaborative and effective teams.

The college has created two secondments in the Prep School and five in the Senior School, including roles such as second in department, pastoral and teaching and learning support. This initiative effectively draws on staff expertise and career aspirations while strengthening leadership capacity across the college.

The board conducts a thorough annual review of the headmaster, underpinned by the use of a wide range of data and a reflective self-evaluation process, maintaining a sharp focus on providing both robust support and constructive challenge.

The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met through board meetings. The group chief operating officer carries out regular quality assurance. The separate responsibilities of the board and the college's leadership are understood and respected. The board ensures that the college operates legally and has clear financial procedures.

Leaders and the board serve as exceptional role models, demonstrating their commitment by engaging with all staff. They recognise and value staff as the college's most important resource. Senior leaders consistently model exemplary practice, demonstrating a strong commitment to supporting teaching and learning. The headmaster also provides lesson cover when needed, ensuring a visible and supportive presence.

Parental voice is integral to the college's ethos, strengthened by the LAB, which includes parents, staff, and Bloom Education representatives. Meeting termly, the LAB rigorously reviews self-evaluation and policies. For instance, the LAB recommended a new mobile phone policy to ban their use for all pupils between FS 1 and Year 11. Parents overwhelmingly report that their children feel safe and happy in the college.

The college seeks the opinions of pupils both formally and informally by conducting an annual pupils' survey and collecting Pupil Attitudes to Self and School (PASS) data twice yearly. Pupil leaders share their views on all aspects of college life in regular meetings with teachers and leaders. The pupils' voice is a key element of the quality assurance process. Pupils confirm that they value the college highly and know that leaders listen to their views. They highlight how leaders acted on their feedback by introducing trousers for girls, showing that their opinions result in real change.

A vast majority of the staff state that they are proud members of the college and feel safe. They feel supported, engaged and well-trained. Staff proudly state, 'The college leadership invests in us and in our growth and professional development'. In May 2025, the college will host its first pre-school-head conference, designed to inspire staff and explore opportunities to strengthen collaboration and share best practice with their peers.

The board demonstrates a strong commitment to promoting equality and tackling discrimination. Members ensure reasonable adjustments are consistently made. They rigorously monitor processes such as the balance of staff during recruitment and the

composition of committees, ensuring inclusivity and fairness are embedded throughout the college's practices.

Leaders ensure that safeguarding arrangements are highly effective, with rigorous systems and a culture of vigilance firmly embedded across the college.

Leaders and staff are actively engaged in a systematic and robust self-evaluation process, explicitly focused on raising standards of achievement and promoting pupils' personal development. The college's development plan is ambitious, coherent, and underpinned by accurate self-evaluation and external review. It outlines a comprehensive range of strategic and operational actions that secure innovative and creative solutions to achieve the college's key priorities effectively.

EYFS provision

The large majority of children start Pre-Prep with language skills below age-related expectations. By the end of FS 2, children make at least good progress from their starting points in all areas of learning. They make exceptional progress in personal social and emotional development as staff carefully plan provision to meet children's needs. Girls have higher levels of communication and language skills when they enter the college and by the end of FS 2. Children on the inclusion register achieve strong progress from their starting points because teachers skilfully adapt learning to meet their individual needs. Almost all children who speak EAL, arriving with significantly lower levels of development, achieve lower levels in communication and language and literacy by the end of FS 2.

Leadership in the Pre-Prep is highly effective. Leaders ensure that staff receive appropriate and regular training so that they are up to date with current practice in the UK. Staff engage with colleges within the group to moderate assessments and reflect on how they can improve provision, and with relevant external professionals, where necessary, to provide speech and language or occupational therapy.

Leaders maintain strong communication, meeting parents before children start. Handbooks and workshops provide essential information. Parents join assemblies, performances such as Nursery Rhyme week, and explore 'busy books' in classrooms.

Leaders skilfully plan a rich curriculum to engage children through appropriate and highly engaging activities that promote learning in all seven areas of the EYFS. Indoor

and outdoor areas are expertly arranged to enable children to develop their curiosity. Activities in the 'desert discovery' area promote investigative, problem-solving and team-building skills.

Children quickly settle into routines and learn to play and work together well. They develop the physical skills of balance, jumping and running in PE lessons and in the outdoor area. They develop fine motor skills through 'dough disco' in music and movement in addition to a range of appropriate developmental activities.

Staff follow children's interests with themes such as 'superheroes', where children begin to think about what they might be when they grow up. They use vocabulary and ideas shared by children to extend and deepen learning for others.

Children are well prepared to move into Year 1 because of the rapid progress they make from their starting points, particularly in personal, social and emotional development. Children learn how to make independent choices and learn from their mistakes. Kindness is embedded in all learning so that children quickly develop and demonstrate college values.

Post-16 provision

The sixth form provides a highly personalised and supportive learning environment for its 58 students, ensuring each individual thrives both academically and personally. The retention rate from Year 12 to Year 13 is strong at 81%, reflecting the provision's effectiveness in keeping students engaged. With 56% of students achieving the high grades of A* to A and 72% A* to B grades, the sixth form consistently ranks in the top 1% when compared to the England average.

The leadership team and the careers and guidance counsellor ensure the programmes and provision are of high quality. University career fairs and targeted workshops further enhance students' readiness for higher education or future careers. Students benefit from a broad and adaptable curriculum, offering 14 A-level subjects, alongside personalised guidance that prepares them for higher education or careers. The college's former pupil network, The Old Brightonians Association, further supports students in building strong professional connections.

Year 13 pupils participate in the bespoke 'Being Brighton Week', where they engage in practical life skills such as ironing, changing a plug, changing a tyre, and cooking. The

‘Medicine Morning’ provided Year 12 and 13 pupils with invaluable ‘multi-mini-interview’ practice, strengthening their preparation for medical careers.

Teaching and learning are exceptional, underpinned by deep subject knowledge and innovative strategies. Teachers systematically use past examination papers and provide detailed, forensic feedback, enabling students to excel in assessments and develop independent learning skills vital for higher education. Tracking systems predict another year of outstanding results, with students consistently achieving beyond expectations.

Personal development is a key strength. Activities such as the Duke of Edinburgh Award and LAMDA cultivate leadership, resilience and teamwork. Students contribute actively to the college community through roles as prefects, sustainability ambassadors, and mentors for younger pupils. Students self-arrange work placements in fields such as medicine and engineering, with guidance from the college, further enhancing their skills such as problem-solving, communication, resilience, and adaptability. Students develop cultural awareness and ethical responsibility by engaging in diverse professional environments, which fosters their growth as global citizens.

Behaviour and welfare are exemplary. Students embrace the challenges of sixth-form study and work collaboratively with teachers to build a thriving college community.

Compliance with regulatory requirements

Brighton College Al Ain School meets all of the required standards 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). Brighton College Al Ain School 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. List those the school can meet.

What the school could do to improve further

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

Strategies to support pupils who speak EAL are inconsistently applied across lessons. Leaders should ensure that teachers are equipped with the necessary skills to apply these strategies in lessons, particularly when these pupils join during the academic year. As a result, pupils with EAL will accelerate their progress in lessons and raise their levels of achievement overall.

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 Al Ain
Type of school	Private
Date school opened	2013
Age range of pupils	3- 18
Gender of pupils	Mixed
Number on roll (full-time pupils)	970
Number on roll (part-time pupils)	N/A
Annual fees (day pupils)	AED 55,090 - AED 90,630
Annual fees (boarders)	N/A
Address of school	Jabel Hafeet Street, Al Ain, United Arab Emirates
Telephone number	+971 37133999
Email address	headmaster@brightoncollegealain.ae
Headteacher	Mr. Oliver Bromley-Hall
Proprietor	Brighton College UK and Bloom Education

GLOSSARY

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

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

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

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

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

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

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

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

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards

against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

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

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

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

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

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

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

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

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

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

Standards –

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

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

With 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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