

British School Muscat

British Schools Overseas Inspection Report

Inspection Dates: 2 to 5 February 2026

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Age Group: 3 to 18 years

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. Education Development Trust (EDT) is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

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

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

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

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

The BSO standards are as follows:

Part 1. The quality of education provided by the school (curriculum, teaching, learning and assessment).

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

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

Part 4. The suitability of the proprietor and staff.

Part 5. The premises and accommodation.

Part 6. The provision of information.

Part 7. The manner in which complaints are handled.

Part 8. The leadership and management of the school.

Part 9. The quality of provision for boarding.

The purposes of BSO inspections are to:

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

Key for inspection grades

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

Information about the school

British School Muscat is a selective, co-educational day school that first opened in Riyam in 1971. The school was granted a Royal Charter on 3 May 1973 by His Majesty Sultan Qaboos bin Said Al Said. The school opened on the current campus in Madinat Al Sultan Qaboos in 1978 with 257 children on roll. The current campus has been developed in phases so that it now caters for 1,073 pupils, aged from three to 18 years, and represents 61 nationalities. There are 71 children in the early years following the early years foundation stage (EYFS), 418 in the primary school, and 584 in the senior school, following the national curriculum for England (NCfE), including 120 in the sixth form.

The school enjoys considerable autonomy as a stand-alone, not for profit organisation overseen by a governing board that comprises representatives from the founding companies, as well as staff and parental governors.

The school seeks to provide an inclusive, high-quality British education. The seven areas of learning are covered in the early years leading to a creative and adapted National Curriculum in the primary school that also focuses on phonics, mathematics and oracy. In the senior school, pupils take GCSE or IGCSE qualifications and a combination of A levels and BTEC National Diploma in the sixth form supplemented by the extended project qualification (EPQ) and a skills programme. Almost all sixth-form students move on to their chosen courses at a variety of universities worldwide.

Summary of the evidence base used by the inspection team

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

During the inspection the team visited 56 part-lessons and carried out learning walks, including extra-curricular and enrichment activities. Seven of the lessons were jointly observed with leaders. Inspectors also attended assemblies and form time. The team held 40 meetings with leaders, teachers, pupils, parents and members of the school's governing board.

Inspectors scrutinised pupils' work and reviewed a broad selection of documentation, including assessment records, policies and strategic plans. Safeguarding arrangements were evaluated to check their compliance and effectiveness. Inspectors also considered the views of parents and staff gathered through the BSO survey, which was distributed shortly before the inspection.

Evaluation of the school

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

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

In all phases of the school, pupils, including those with special educational needs and/or disabilities (SEND) and English as an additional language (EAL) make excellent rates of progress from their varied starting points. Most pupils' attainment is higher than age-related expectations in the primary school, and achievement in external examinations in the senior school and sixth form is outstanding.

Children are admitted to the early years with levels of functional English that enable them to gain access to the curriculum. An increasing number of children with EAL receive highly effective, targeted support that ensures rapid rates of progress. A focus on phonics and the whole-school oracy programme ensures that 88% reach a Good Level of Development, well above England averages.

In the primary school, leadership of English is effective and focused on pupils' oracy, reading and inclusion. Spoken language is a clear priority, particularly given the high proportion of pupils with EAL. Oracy is explicitly planned, modelled and revisited systematically. Pupils across key stages 1 and 2 speak confidently about their learning, using full sentences and appropriate vocabulary.

Outcomes in the primary school are high in comparison to averages in England, with 90% of pupils meeting age-related expectations in reading, and 86% in writing. Leaders have an accurate understanding of the small proportion who do not achieve as highly, recognising that pupils' mobility, cultural reasons and access to books at home are key factors. Actions to remove these barriers are well planned, and include parental workshops, reading ambassadors, whole-class reading, and library provision responsive to pupils' needs.

Pupils continue to make rapid rates of progress in the senior school. Attainment in GCSE English language and English literature is significantly above England and international averages. In English language, 78% of pupils achieved at grades 9 to 7, while 75% attained the same grades in English literature. Leaders analyse performance thoughtfully, recognising the impact of prescribed text changes, cohort differences, and examination demands on higher-grade outcomes. Systems for identifying pupils' gaps in reading and writing are developing well, with skills testing, grouping pupils in sets for support, and close collaboration with the inclusion team, supporting SEND, EAL and other key groups. Pupils in these groups make good rates of progress

over time, supported by appropriate targeted interventions, and the use of laptops or additional time if required in examinations.

Attainment in English literature at A level in 2025 was above England and international averages, with 50% of students achieving at grades A* to B with all students achieving A* to C. However, the number of pupils taking English literature is currently small, making annual comparisons statistically unreliable.

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

Across all phases, pupils develop as confident mathematicians with refined transferable skills that prepare them exceptionally well for future study and employment.

Children enter the early years with variable skills in number, but all make rapid rates of progress. Teachers ensure that guided learning activities, and child-led play develop children's understanding of number, shape, space, and measure. Mathematical language is carefully modelled, and children are encouraged to explain their learning. In 2024-25, 86% achieved the early learning goal for mathematics, exceeding the average in England of 78%.

Throughout the primary school, pupils progress in mathematics remains very high. In 2024-25, 87% of Year 6 pupils achieved or exceeded age-related expectations compared to 74% in England. Around 31% of pupils achieved higher standards and greater depth in mathematics compared with 26% in England. As pupils move through the primary school, they become increasingly fluent, confident, and independent. Those with SEND or EAL are extremely well supported so that they make progress in line with their peers. Pupils in Year 6 can explain their reasoning in simple algebra. For example, in understanding function machines and how rules can change one number into another. Pupils are very well prepared for their transition to the senior school in terms of their conceptual understanding, and application of mathematics skills. Pupils demonstrate strong levels of mathematical confidence and competitiveness, with teams achieving much success in the UK Mathematics Trust 'Math Quest' competitions.

Results in GCSE have remained consistently high. In 2025, almost all pupils achieved at grades 9 to 4, with 34% achieving at grades 9 to 7. This is well above the average for England. In the past three years, almost all pupils achieved at grades 9 to 4 with almost half achieving at grades 9 to 7. Throughout the senior school, pupils continuously build on their prior learning. For example, by rewriting algebraic equations in equivalent forms to simplify them.

Students in the sixth form make outstanding progress and achieve high academic standards. In 2025, all students achieved a pass grade of A* to C, in A level mathematics, and 53% achieved the highest grades of A* to A. The small number taking further mathematics all achieved grades of A or B at AS level. Results remain consistently high over time. Lessons are intellectually demanding. For example, students use simple loci on the Cartesian plane to represent inequalities accurately, showing a secure understanding of inclusive and exclusive boundary conditions.

Attainment and progress in **science** are outstanding

Pupils make outstanding progress in science across all stages of the school. In the foundation stage and primary school, data from learning ladders demonstrates that almost all pupils are

working within age-related expectations, and by Year 6, a growing proportion is working beyond age-related expectations. In the primary school, pupils are enthused to refine their scientific enquiry skills through discovery and exploration of the real world. During the inspection, pupils conducted an experiment to investigate the reaction between sugar, yeast, and water, showing commendable patience as their balloons slowly inflated. In the primary school, science is delivered using a thematic approach. In Year 5, pupils explore space through activities such as viewing the night sky on a field course to the mountains. In Year 6, environmental awareness is reinforced through activities such as constructing a beach to simulate a shoreline environment.

Whole-school science week activities bring together all sections of the school, allowing younger and older pupils to learn from each other. As pupils progress, through the senior school, the focus on independent research and practical enquiry is nurtured, even within the constraints of examination specifications. Examples include measuring the tensile strength of celery fibres or measuring the electromotive force of circuits. Pupils readily make cross-curricular links with subjects such as mathematics or geography. They rapidly develop scientific methodology, including the higher order skills of analysis, presentation of findings, and of drawing valid conclusions.

Attainment in IGCSE examinations is above England and worldwide averages. In 2025, 49% of pupils in biology achieved at grades 9 to 7, in chemistry 53% at grades 9 to 7, and in physics 39% at grades 9 to 7. All pupils taking combined science achieved at grades 9 to 4.

At A level students achieved results that are well above the England and worldwide averages, with top grade achievement of A* to B in 2025 at 60.9% in biology, 71.4% in chemistry and 55% in physics. There are no significant differences in the rates of progress and attainment of pupils with SEND, EAL, or for boys and girls in comparison to whole school performance data.

These results have enabled entry to a wide range of science, technology, engineering and mathematics (STEM) related courses such as engineering and medicine at prestigious universities worldwide.

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

Internal assessments and outcomes from external examinations indicate that pupils in both the primary and senior schools achieve exceptionally well across a broad range of subjects. In the primary phase, pupils benefit from specialist teaching starting in EYFS with music, Arabic, physical education and swimming, and extending to also include computing and French in KS1 and KS2. Lessons in early years and Years 1 and 2 are enquiry-led and cross-curricular, enabling pupils to make meaningful connections between areas of learning.

The 'Music for All' philosophy ensures that every primary pupil has an opportunity to participate in singing, music composition, and to learn to play a musical instrument. This inclusive approach contributes to the very high standard observed in productions such as 'Ye-Ha! The Wildest Musical in The West'.

In the senior school, most pupils meet and frequently exceed their predicted grades across a wide range of subjects, demonstrating consistently high academic outcomes. Across all GCSE, 96% of grades are awarded at grades 4 to 9, well above the England national average of 67%. Attainment at the highest grades is particularly strong, with 51% of GCSE grades at 9 to 7,

compared with 22% in England. The sixth-form results across both A level and BTEC National Diploma pathways reflect similarly high academic standards that are well above England and worldwide averages.

Summary of other judgements against the BSO standards:

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

As a result of this inspection, undertaken during February 2026, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Part 1. The quality of education provided by the school

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

The quality of the **curriculum** is outstanding

British School of Muscat sets out a broad, ambitious, and inclusive curriculum underpinned by a clear moral purpose expressed through the 'Everyone Can' ethos. Pupils with SEND or EAL benefit from well-planned adaptations and make strong rates of progress in line with their peers.

The curriculum promotes high academic standards alongside the development of respectful, responsible, and reflective pupils. This ensures that they are well prepared for life in British society and the international context of Oman. The curriculum reflects the school's values of excellence, kindness, courage and innovation.

From the EYFS through to Year 9, the curriculum aligns closely with the programmes of study of the NCfE, enhanced appropriately for the local context. In EYFS and primary, lessons provide a well-sequenced, enquiry-led approach to learning. This enables children and pupils to make meaningful connections between subjects, while further developing their literacy and numeracy skills.

In the senior school, the curriculum prepares pupils effectively for the breadth of subject choices available at GCSE and beyond. Pupils follow a wide and balanced range of academic subjects, with carefully matched pathways onto A level and BTEC courses. Students in the sixth form benefit from a strong academic skills programme and the EPQ, which develops their independent learning and research skills.

Clearly defined curriculum planning ensures that learning builds systematically over time. The curriculum is structured across the primary and senior schools to secure coherence, progression and strong outcomes. The balance of academic rigour, well-being, enrichment and personal development, enables pupils to thrive. Leaders place equal emphasis on attainment and progress, using externally benchmarked data to ensure appropriate levels of challenge and support.

British values are embedded across the curriculum. Pupils demonstrate secure understanding of democratic principles, respect for the rule of law, and appreciation of British heritage through assemblies, curriculum content and extra-curricular activities. Student Impact Teams (SIT) provide leadership opportunities for pupils based on the system of democracy that mirrors the real world.

The extremely high levels of pupils' engagement in the extensive extra-curricular programme from Year 1 to Year 13 is an outstanding feature of the school. High-quality opportunities in sport, the creative and performing arts, outdoor education and technology, enrich the academic curriculum. This allows pupils to explore new interests, develop skills and enhance their learning. The programme contributes significantly to pupils' outstanding personal development. Leadership opportunities and highly successful participation in local, national and global competitions further extend pupils' experiences.

Curriculum policies and plans encourage respect for other people paying particular regard to the protected characteristics of age, disability, religion or belief, race and sex (gender equality and sexual discrimination) as set out in the Equality Act 2010. The protected characteristics that the school cannot fully meet, as a result of the host country's laws, are gender reassignment, marriage and civil partnership, aspects of pregnancy and maternity, and sexual orientation. Leaders take full account of Omani Law when designing and implementing the curriculum. For instance, schemes of work acknowledge and respect different religions and beliefs, but do not promote comparative religions other than Islam. The diverse range of cultures and nationalities in the school nurtures respect and tolerance, and the curriculum provides many opportunities

to celebrate the history and heritage of Oman. The school provides a written policy on Relationships and Sex Education (RSE) which takes full account of the laws of the host country.

The school has a suitable and well-planned personal, social, health and economic (PSHE) programme. This is delivered in an age-appropriate way across all phases and supports pupils' personal development and well-being. High-quality careers education and guidance are embedded throughout the senior school.

The curriculum is relevant and engaging, enabling pupils to see purpose and meaning in their studies. Teachers routinely connect learning to real-life contexts in Oman and beyond. Digital technologies are used effectively to enhance learning and develop skills for modern life.

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

Outstanding teaching, together with rigorous assessment enables all pupils to learn well and make rapid rates of progress from their starting points. Pupils of all ages become confident, capable and reflective learners who are well prepared for future learning, and life beyond school.

In the primary school, teachers demonstrate a strong pedagogical understanding of how younger pupils learn. Throughout the school, teachers demonstrate excellent subject knowledge. Explanations are clear, and pupils learn to use subject-specific language confidently. Through the effective use of worked examples, targeted questioning and adaptive teaching, pupils' knowledge, skills and understanding develop systematically over time.

Across the school, teaching focuses on enabling pupils to acquire and apply their knowledge and skills. Pupils are expected to explain their thinking, justify their methods and make connections to the real world and other subjects. This promotes intellectual curiosity and develops pupils' increasing independence and confidence. Pupils are encouraged to reflect on how they learn, evaluate which strategies worked and respond constructively to feedback. Pupils across all phases build knowledge progressively and are well prepared for the next stages of their education.

Lessons are calm, orderly and productive. The school's learning ethos of 'Be Safe, Be Ready, Be Respectful', underpins routines and high expectations for behaviour. Pupils are prepared, focused and respectful, which supports their high levels of engagement and achievement. Pupils respond positively and sustain their levels of concentration throughout lessons. As a result, learning time is used efficiently. Pupils embrace the opportunities provided, demonstrating positive attitudes, resilience and self-discipline in their approach to learning.

Teachers use a wide range of methods and resources effectively to support learning. The school is successfully embedding the use of digital resources across the curriculum. Resources are selected carefully to enhance pupils' understanding and are adapted in response to pupils' learning needs, ensuring that learning remains appropriately challenging for all pupils.

Internal assessments to measure attainment are embedded across all subjects. These assessments provide reliable information for teachers to evaluate pupils' attainment and progress. External assessments are conducted at key points in the primary and senior schools to capture information about pupils' strengths and learning needs. This information supports informed discussions about pupils' progress and their next steps.

During lessons, teachers check pupils' understanding regularly through questioning, discussions and review of the work produced in books or digitally. Misconceptions are identified quickly and teaching is adapted where necessary. Marking and feedback are timely, proportionate and focused on helping pupils understand their next steps and how to improve, supporting sustained progress over time.

Assessment information is used effectively to match teaching to pupils' needs, including those with SEND or EAL, while maintaining high expectations. The highly qualified and skilled inclusion teams in the EYFS, primary and senior schools, ensure that the educational needs of all pupils are fully met. As a result, pupils with additional needs make rapid rates of progress at least in line with whole school averages. Identification of need, swift intervention, and the preparation of detailed individual learning plans, ensures that there are no barriers to learning. The inclusion teams disseminate high quality advice on appropriate strategies to enable subject teachers to adapt the curriculum to meet every pupil's needs. This highly personalised approach enables pupils with SEND or EAL to take increasing levels of control of their learning as they progress through the school.

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

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

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

Provision for students' spiritual, moral, social and cultural development (SMSC) is a significant strength of the school. Throughout the school, SMSC is embedded coherently through the curriculum, assemblies and pastoral systems. The inclusive ethos, results in pupils who are confident, reflective, respectful, and engaged members of the community. They fully understand their role in local, national and global contexts.

Pupils' spiritual development is promoted effectively through opportunities for reflection, celebration and personal growth. Assemblies, including those observed during the inspection, reinforce shared values such as kindness, courage and respect, and encourage positive thinking. Pupils respond thoughtfully, listen attentively, and demonstrate exemplary levels of behaviour. Cultural and community events, such as National Day, Community Iftar, and observance of religious and cultural festivals, deepen pupils' understanding of themselves and others, while fostering harmony and mutual respect within the context of Oman.

Pupils' moral development is strong. Pupils demonstrate a strong understanding of right and wrong and articulate how the school helps them to learn from mistakes. Behaviour management is restorative rather than punitive; staff focus on explanation, reflection, and repairing relationships. This approach is understood and valued by pupils, who report that they are treated fairly and with respect. Behaviour around the school, including during breaktimes, is calm, orderly and considerate, supported by clear expectations, and effective staff supervision. Records show that matters such as bullying or discriminatory behaviour, although rare, are dealt

with promptly and effectively. Pupils see themselves as agents of change. This was evident during the cross-phase discussions observed during the 'speak up' activity.

Social development is highly effective. Pupils are given extensive opportunities to take responsibility and contribute to school life through leadership roles, the SITs, clubs and extra-curricular activities. The pupils' voice is strong and purposeful. During discussions with student leaders, pupils spoke confidently about fundraising, environmental initiatives, diversity and inclusion projects, and mentoring younger pupils. They demonstrated mature decision-making, and an ability to balance fairness with empathy. They show a clear understanding of democratic processes, including application and interview systems for leadership roles. Pupils value the trust placed in them and recognise that their ideas can lead to real change, such as the pupil-initiated 'Beyond GCSE' programme supporting early preparation for sixth-form pathways.

Cultural development is thoughtfully planned and well adapted to the local context. The curriculum explicitly builds pupils' understanding of both the UK and Oman, promoting global awareness while respecting local laws and traditions. Assemblies, PSHE lessons, reading programmes and enrichment activities expose pupils to a wide range of cultures, beliefs and perspectives. Pupils speak positively about the school's diversity and demonstrate respect for difference without judgement. Although rare, where issues of intolerance or disrespect have arisen, leaders have responded decisively, resulting in a demonstrable reduction in incidents over time. Cultural fairs aid pupils' understanding of different religions and beliefs as well as clothing, food, and traditions. Pupils spoke highly of their involvement in activities and presentations during Black History Month.

Fundamental British values are actively promoted through behaviour policies, PSHE, assemblies and leadership opportunities. Pupils understand democracy, the rule of law, individual liberty and mutual respect and tolerance, and can give concrete examples of how these values are lived out daily in school life.

Pastoral care and safeguarding underpin all aspects of SMSC. Daily check-ins in primary, weekly pastoral meetings, and access to counselling support ensure that pupils feel safe, supported and able to seek help.

There are many examples of Britishness in the school through displays, curriculum, resources and conversations. For example, the British style post-box, British Museum and London bus in the EYFS and primary school, and the use of numerous British case studies during lessons in the senior school.

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

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

The school meets all the requirements of the BSO standards and is fully compliant with the safeguarding and welfare arrangements in Oman. This results in an exceptionally safe, caring, and well-organised environment in which pupils' physical and emotional well-being is given the highest priority. Thorough induction programmes, pupils and staff are supported by consistent daily routines and interactions, helping them to settle into school quickly. Pupils learn to stay

physically and mentally safe, including online, through the PHSE programme, form time or assemblies.

Safeguarding is a significant strength. Policies are comprehensive, up to date and aligned with both Omani and UK statutory requirements. Designated safeguarding leads (DSL) meet weekly to review concerns, ensuring timely and appropriate responses. A large safeguarding team, including 18 level 3 trained staff, provides strong capacity and continuity. Staff demonstrate a secure understanding of safeguarding procedures, reinforced through regular refresher training and a clear culture of vigilance. Records are meticulously maintained, enabling effective monitoring, analysis of trends, and targeted intervention. Pupils report feeling safe, know whom to approach if they are worried, and express high levels of trust in staff. Almost all parents responding to the survey agreed that their child feels safe and enjoys being at school.

Behaviour and attitudes are exemplary. Pupils are polite, respectful and demonstrate consistently positive attitudes to learning. Overall attendance and punctuality for 2024-25 was 93%, in line with average rates in the UK. The school's behaviour systems are rooted in restorative practice. A well-structured PSHE programme, helps pupils to understand right and wrong, reflect on their actions, and learn from mistakes. A strong emphasis on inclusion, diversity, and impressive pupil leadership, contributes to a deep sense of belonging and mutual respect.

Health and safety arrangements are highly effective. Clear roles and responsibilities are understood by staff, with strong oversight from leaders and governors. Risk assessments are comprehensive, regularly reviewed and applied consistently to on-site activities, specialist areas, and educational visits. The school's response to environmental conditions, including the use of a 'red and green break' system to determine safe spaces for break times during the changing seasons, demonstrates a proactive approach to pupils' safety.

First aid and medical provision are excellent. A well-resourced health centre is led by a qualified nurse and health centre manager, supported by staff trained annually in first aid. Procedures for managing accidents, administering medication, and supporting pupils with medical needs are well documented and carefully communicated to staff and parents. Fire safety arrangements are thorough, with regular drills, clear evacuation procedures, and well-maintained records. The campus is maintained to a high standard through routine inspections, audits and a prompt response to concerns raised. Accident data is used intelligently to inform preventative action.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school has a comprehensive safer recruitment policy that is fully informed by statutory requirements for schools in the UK including Keeping Children Safe in Education (KCSIE) 2025. All members of the extended leadership team have received safer recruitment training including for an international school context. The school is committed to ensuring best practice with respect to the recruitment of staff to ensure the highest standards of welfare for all members of the school's community.

The school is highly successful in the recruitment and retention of well qualified leaders and staff. There is frequent internal promotion of staff to leadership positions. The low turnover of staff leads to stability and allows for developments and initiatives to be fully embedded.

The human resources (HR) team, with oversight from senior leaders and governors, ensures that all required checks for employees, visitors, volunteers, contractors, and governors are carried out in a timely manner. References are checked thoroughly. Identity, qualifications, and safeguarding training records and medical fitness are verified as required. In line with Omani law, the school sponsors the issue of a work visa. Employment at the school is dependent on enhanced disclosure from the Disclosure and Barring Service (DBS) or equivalent. An International Child Protection Certificate (ICPC) is obtained for those that have lived in the UK alongside a police certificate from the applicant's home country and most recent country of residence.

Checks are accurately recorded on a single central record (SCR) and correlate with the meticulously maintained personnel files. The register records checks for all those volunteering, visiting or working at the school, reinforcing the strong safeguarding culture.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

The school provides a high-quality learning environment that meets the BSO standards for premises and accommodation. Classrooms and specialist spaces are bright, well-ventilated and appropriately furnished, creating calm and purposeful environments for learning. Specialist facilities, including science laboratories, sports facilities, information and communication technology (ICT) suites and creative spaces, are well equipped and safe. Effective sound insulation in specialist areas such as the music block, technology workshops, and theatre reduces noise across the school.

The school demonstrates a strong commitment to campus safety. Entrances and exits are secure, with effective systems in place for managing visitors. Fire exits are clearly marked, unobstructed and supported by visible signage indicating fire assembly points. Corridors, stairways and playgrounds are free from hazards and well supervised. Equipment is routinely checked, and maintenance records confirm systematic monitoring of the campus.

Toilets and washrooms are clean, well maintained and distributed across the campus, including age-appropriate and gender-separated provision. High-quality changing and shower facilities in the sports centres promote pupils' dignity and well-being.

The health centre is well equipped and provides effectively for medical examinations and pupils' short-term care. Its proximity to toilet and washing facilities supports high standards of hygiene and privacy. Clearly labelled and regularly tested drinking water dispensers are readily available and located away from toilet areas.

The well-planned playgrounds, sports fields and outdoor learning spaces are safe, tidy and well maintained. Shaded areas with seating support pupils' comfort in warmer weather, although some are in need of refurbishment. The 'red and green breaks' initiative, designated play areas for different age groups, and well-being spaces contribute positively to pupils' physical and social development.

The campus has developed in distinct phases over time. Leaders are aware of the need for ongoing development and refurbishment to ensure that all premises continue to support the world-class education offered. Several areas of the campus are built on gradients and are connected by stepped walkways. These steps are generally well maintained but may restrict access for those with reduced mobility. Leaders are fully aware of these limitations and demonstrate vigilance in identifying and reducing campus-related risks. Plans for future development show a strategic commitment to improving accessibility, and the redevelopment of some areas to meet the needs of an evolving curriculum. Leaders have identified challenges related to parking and access to the campus, requiring coordinated arrangements for events such as sports days and parental workshops to ensure campus safety and security.

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

The school meets the requirements of this standard.

Parents are highly appreciative of the ease with which they can communicate with the school through email, a phone call, or a daily conversation at the school gate. If they have a concern, they know that it will be dealt with swiftly.

The school's website contains clear and helpful information and includes all required policies and appropriate contact details for key members of staff. These include policies relating to safeguarding, admissions, behaviour, use of ICT and the home school agreement. The parents page provides links to the parents' portal, the school's intranet, calendar, health zone, and examinations information. In addition, parents can gain access to handbooks, curriculum booklets and details of the extensive after school programmes.

Throughout the school, parents are well-informed about their child's academic progress and personal development. In the EYFS, parents receive daily updates and focused child meetings are held weekly. Termly teachers' conferences are held for primary parents, supported by grade cards, and in the third term, a written report that gives an overview of the year. In the senior school, parents receive three academic reports each year detailing both attainment and effort. These reports are supplemented by parents' consultation days and online parents' meetings. Parents are well-informed as their child approaches key transition points in their education. The school provides meetings about future arrangements, examination information, options evenings, meetings to prepare for university application and university fairs. These events cement the strong relationships between parents, pupils and staff further.

In the survey, the overwhelming majority of parents agreed that their child feels safe and enjoys school. Parents are appreciative, and supportive of the school, and feel that staff are wholehearted in their commitment to the care and welfare of their children. Parents feel that there is an extremely strong sense of community and belonging, and that the mix of cultures engenders respect. The school engages actively with parents through surveys, parental presentations and workshops. Parents feel that the school listens and acts upon their feedback. Evidence gathered during inspection fully supports these views.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The complaints policy is made available to parents on the school's website. The policy is reviewed annually and sets out a three-stage procedure for dealing with complaints as required by the standard. Clear timescales, including the staff involved, are set out for each stage of the process. Formal complaints are systematically logged. A clear written record is kept that details the outcome, and any actions taken by the school, regardless of whether the complaint is upheld.

The highly positive relationships between parents and staff ensure that almost all concerns are dealt with quickly and resolved informally. In the last three years, eight formal complaints were received, and none were escalated to a third stage panel hearing.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding

Leaders and managers set the highest aspirations for all pupils in the school. The needs of pupils are met extremely well through the provision of a broad curriculum, and an exceptional range of extra-curricular opportunities. This is facilitated by the autonomy that the school enjoys as a result of its royal decree. Governors and leaders have ensured that the BSO standards are consistently met. The educational success of the school is underpinned by the provision of a safe, welcoming and respectful environment in which everyone's welfare is a priority.

The board of governors brings together a range of skills and expertise from the subscriber companies as well as the insight of staff and parental members. Governors fully understand their role as critical friends, providing challenging, supportive advice on all aspects of the school's operation. The committee structure ensures highly effective oversight of the educational provision and performance as well as safeguarding, welfare, and health and safety. Governors empower leaders but provide clear accountability for the principal and senior team through the assessment of a range of key performance indicators. The finance committee exercises prudent management of budgets to ensure the long-term viability of the school, as well as supporting ambitious capital developments. Governors have overseen the development of a large part of the campus in the last 10 years to produce high quality indoor and outdoor facilities to support outstanding outcomes for pupils.

Leaders systematically review arrangements for the welfare, health and safety of pupils and staff. A deeply embedded safeguarding culture ensures that pupils feel cared for and are able to thrive both academically and personally. Leaders monitor and review the curriculum and the provision of, and engagement with, extra-curricular activity through the regular gathering of evidence aligned with school priorities. This ensures the curriculum remains purposeful, coherent and responsive to pupils' learning needs, personal development and well-being. Subject leaders enjoy high levels of autonomy to organise the most effective means for the delivery of their schemes of work. Leaders in EYFS, primary, sixth form and with heads of year,

have a clear knowledge of the needs of their pupils to include the contextual risks that may impact upon their success and well-being.

Senior leadership is committed to professional growth and supports high quality continuous professional development (CPD) both in-school and beyond. The school is widely recognised as a centre of excellence for its support of professional development. Examples include accreditation as a Council of British International Schools (COBIS) training school, the 'Talking Partners Programme', Higher Level Teaching Assistant Status, and the NCFE level 3 Award in Supporting Teaching and Learning Programme. Team coaching by leaders is well-established. For example, during the inspection a thought-provoking workshop on oracy stimulated animated debate amongst the primary school staff. Staff at all levels embrace numerous opportunities to organise and participate in high quality professional development. The tone set by leaders at all levels, promotes outstanding collaboration across the school. The stability of a happy and dedicated staff allows the best practice to permeate all areas.

Staff are proud of their school. They speak highly of the safe and orderly environment and recognise that leaders have created a highly aspirational ethos in which all pupils are challenged to make good or better progress. Parents and pupils echo these views. They feel that the school is well led, that they are consulted regularly and that their views are considered. Both parents and pupils are appreciative of the many opportunities presented to nurture ability and develop talents within and beyond the classroom. Parents have identified some specific parking and campus access difficulties, particularly when attending busy events such as sports days or parental workshops.

Leaders and governors have a clear vision for the future direction of the school that includes a commitment to the continued provision of a world-class British education where everyone is valued, respected and inspired to learn. Leaders fully recognise the limitations of parts of the campus as some buildings near the end of their functional life. In addition, the steeper sections of the campus present accessibility difficulties for pupils, staff and parents who may have restricted mobility. A few areas need attention to improve all-weather access during the hotter months. Leaders and governors, through the proactive campus committee, have established a masterplan to ensure that facilities continue to evolve in support of pupils' needs. The plan will further support technology rich, collaborative learning. There is a key focus on developing whole school provision for specialist areas such as inclusion, music and performing arts, as well as improving facilities for the primary school and administration areas. Leaders are mindful of the potential risks to provision during the construction phase.

Early Years Provision

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

Pupils make rapid rates of progress from their different starting points in all areas of learning, and in their personal, social and emotional development. This is the result of careful planning and adaptation of teaching to meet each child's needs. Progress is monitored using learning ladders which extend until Year 6. This ensures that pupils are extremely well-prepared to make the transition into the primary school. Teachers use a variety of programmes to identify individual needs, and any required intervention is swiftly and effectively implemented.

Leadership is highly effective in planning a rich curriculum to enable strong rates of progress in all seven areas of learning, and to successfully nurture children's curiosity, confidence, and independence. The energetic team of teachers and assistants makes use of specialist knowledge to plan engaging sessions focusing on phonics and mathematics with cross curricular learning. There is an increasing focus on literacy and oracy. Specialists enrich the curriculum by providing music and movement, physical education, Arabic, and swimming.

The setting provides a rich and stimulating environment for learning that includes an extensive outdoor discovery area where pupils can visit 'Snowy the rabbit' or search for 'Habibti the tortoise', and his friends. The theme of Britishness alongside world-wide cultural awareness is reinforced by activities that explore the contrasts between the UK and Oman, including the presence of the London bus and underground signs. The British museum resource promotes environmental and cultural awareness. Sustainability is promoted through recycling initiatives, celebrating turtle season in Oman, or composting the soils in the herb garden.

Leaders ensure that staff receive regular training and share best practice in workshops. Recent examples include sessions on summative assessment and translating learning ladders for parents. Staff engage with parents daily to share information about their child's progress and well-being, both informally and formally. Mechanisms include touching base at pick up or drop-off time, online classroom resources, as well as the shared daily reports and regular formal reports on progress.

Sixth-Form Provision

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

The sixth form provides a highly effective programme that prepares students exceptionally well for further study and future employment. There are currently 120 students enrolled, and most students progress from Year 12 to Year 13.

The sixth-form curriculum is broad and well-balanced. A level students select from 15 subjects including mathematics, arts, economics, English literature, humanities, languages, technology, computing and sciences. Mathematics and further mathematics are also offered as part of an accelerated programme. Psychology is available for online study. Students can choose to study a BTEC course in music, sport or media. There is additional provision for drama. The EPQ enables students to complete an in-depth research project matched to their interests and aspirations. Leaders ensure that academic and vocational pathways are equally valued and carefully designed to meet students' interests, strengths and future aspirations.

In 2025, students studying A levels achieved 72% grades at A* to B, including 46% grades A* to A. High academic standards have been sustained across the curriculum over the last three years. Outcomes on vocational courses are strong and comparable with those on academic programmes.

Students make strong rates of progress across the curriculum. In 2025, particularly high rates of progress were recorded in business, economics, computing, physics, and geography, alongside BTEC sport, and media. Students demonstrate secure conceptual understanding and apply learning confidently to real-world contexts. For example, in economics, students analyse international trade patterns, evaluate bilateral agreements and assess the role of trading blocs.

All students follow an academic skills course in Year 12 which develops advanced English and mathematical skills, including extended writing, research, data handling and problem solving.

Careers education, information, advice and guidance is embedded within a comprehensive PSHE programme. Opportunities for work experience are sought by students using local contacts. Personalised support begins early and is closely aligned to students' academic programmes and aspirations.

Students show consistently positive attitudes to learning, reflected in high levels of retention, sustained engagement with demanding courses, and a strong commitment to independent study. At the end of Year 13, most students progress to universities worldwide, including the UK, USA, Europe, Australia and Singapore. Almost all students secure places at their preferred destinations.

Compliance with regulatory requirements

British School Muscat 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). British School Muscat encourages respect for other people, paying particular regard to the protected characteristics of age, disability, religion or belief, race and sex (gender equality and sexual discrimination) as set out in the Equality Act 2010.

What the school could do to improve further

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

1. The school is finalising an ambitious building programme that will extend and enhance the existing facilities to support teaching and learning further, as well as reducing some of the current limitations of the campus. Leaders should ensure that, during the construction phase, there is minimal disruption to teaching and learning. As a result, there will be continuity in the provision of the outstanding educational experience for all pupils at the school.

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	British School Muscat
Type of school	Independent Day School
Date school opened	1971
Age range of pupils	3 to 18
Gender of pupils	Mixed
Number on roll (full-time pupils)	1,073
Number on roll (part-time pupils)	Not applicable
Annual fees (day pupils)	OMR 4,240 - OMR 10,280 per annum
Annual fees (boarders)	Not applicable
Address of school	British School Muscat, PO Box 1907, PC 112, Muscat, Oman
Telephone number	+968 24600842
Email address	beerj@britishschoolmuscat.com
Headteacher	Kai Vacher
Proprietor	Chair of Board of Governors – Thomas Wigley

GLOSSARY

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

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

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

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

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

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

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

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

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

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

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

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

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

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

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

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

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

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

Standards –

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

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

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

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

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

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

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