



Capital School



10 – 12 November 2025



Location
Bu Quwah



School Type
Private



No. of Students
1019



Year Levels
2 - 12

Overall effectiveness

Satisfactory with Good Features

Students' Academic
Achievement

Students' Personal
Development and
wellbeing

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

Students' personal development and well-being are notable strengths of the school, reflected in students' high engagement in extracurricular activities and enrichment opportunities, supported by well-established behaviour policies that foster self-confidence. Senior leadership and the Board of Governance are effective, providing clear strategic direction and promoting innovation through enhanced facilities and transparent communication with stakeholders. While the school provides effective academic support programmes that enable students to progress in line with their abilities, it's inconsistently reflected in Secondary School attainment. Teaching and learning are generally effective in the Primary School; however, the impact of professional development programmes needs to be consistently reflected in improved classroom practices and stronger academic outcomes in the Secondary School.

Key Positive Features

- Students' engagement: Students actively participate in extracurricular activities and community service projects, which is supported by well-rounded policies that promote good behaviour.
- Leadership and innovation: The Senior Leadership and Board of Governance offer clear strategic direction and foster innovation through curriculum enhancements that support continuous progress and facility development.

Recommendations

- Raise academic standards: Further improve students' attainment in the Secondary School, and address gaps in Arabic skills across all phases.
- Enhance teaching quality: Improve the impact of professional development programmes on classroom practices—especially in the Secondary School—by ensuring better use of learning time and incorporating effective challenge and assessment strategies.
- Improve academic support: Further enhance the academic support provided in Secondary School, to better meet the diverse needs of students and secure stronger progress, particularly for the low-achieving learners.

Students' Academic Achievement

Satisfactory

- Internal examinations for 2024-2025 show consistently high pass rates in the Primary School, with most students achieving in the higher bands in core subjects. The school administers internal assessments that are aligned with curriculum expectations and provide appropriate challenge, with marking that is clear and accurate.
- In Secondary School, internal results are inconsistent, particularly in Years 7-9. In the 2025 International General Certificate of Secondary Education (IGCSE) examinations, students achieved a 100% pass rate. While the majority made notable progress over time in their individual targets and based on their abilities, the number of students attaining strong passes remains inconsistent across most subjects, with better performance noted in English Language A.
- In lessons, progress in Primary School is strong as most students acquire knowledge and develop their skills effectively in core subjects, however progress in Secondary School varies, such as in mathematics and English, with some students struggling with ratio problems, algebraic equations, and extended writing tasks. Across the school, Arabic language standards also require improvement, as students show inconsistent skills in grammar application and writing, which affects their overall progress. Science teaching in the Secondary School demonstrates better practice, with lessons incorporating practical experiments and data analysis. For example, students engage in investigations such as measuring energy and analysing changes of matter, which promote critical thinking and problem-solving skills.

Students' Personal Development and Wellbeing

Good

- Most students display high levels of self-confidence and willingly take responsibility for their own learning, as seen in activities like 'Circle Time Chats' and collaborative work in lessons, where they express ideas and justify answers. A wide range of enrichment activities and clubs—such as 'STEM', 'Robotics', 'Debate', and 'Drama'—further enhances students' skills and interests, leading to notable achievements in external competitions, including first place in 'Iron Kids 2024', first place in 'Chess Championship', and a gold medal in the 'Middle East Swimming Championship'.
- The school also offers effective induction and transition programmes, such as the 'Buddy System' for newcomers and IGCSE guidance evenings, alongside enriching international field trips to destinations like Oman and 'Ithraa Library' in Saudi Arabia. However, leadership opportunities within lessons remain inconsistent, and extracurricular initiatives also require more structured planning and organisation to optimise their effectiveness and ensure equitable access for all students.
- The school maintains an inclusive environment where students from various nationalities and backgrounds demonstrate tolerance and acceptance towards each other. The school employs well-rounded policies and effective programmes that consistently promote positive behaviour, such as the 'Disapprove, Move, Remove' discipline system and the 'Morning Star' punctuality programme. The vast majority of students exhibit good behaviour, demonstrating respect and independence during lessons. They adopt strong social awareness and actively participate in a variety of activities and events, including 'Pink Day Walkathon & Fundraising' and 'Beach Cleaning'. They also show a strong sense of local and global citizenship by actively engaging in heritage celebrations such as the 'National Day', 'Gergaon', and Islamic events like the 'Ramadan Quran Recitation Competition', as well as international observances such as 'Earth Day'.

Teaching, Learning and Assessment

Satisfactory

- In the better lessons, particularly in the Primary School, teachers apply student-centred methods aligned with effective pedagogical principles, such as Rosenshine's Principles of Instruction. These include reviewing prior learning, modelling new concepts, and guided practice, which are evident in strategies like cooperative learning, role play, and scientific experimentation. Teachers also show strong subject knowledge, provide clear instructions, scaffolded tasks, and ensure understanding, creating an inclusive and interactive learning environment with positive teacher-student relationships. Resources like PowerPoint presentations, mini whiteboards, visualisers, and videos support active learning.
- Teaching in the less effective lessons, particularly in Secondary School, is inconsistent. The management of learning time varies, with some lessons spending extended time on starters or shifting between tasks before completion, which affects productivity and opportunities to support and challenge students. Engaging strategies are used inconsistently, with the teacher often remaining at the centre of learning, such as through direct questioning. Assessment methods vary in how well they cater for differentiation, with feedback and support often too general to ensure students' progress, particularly for low-achieving learners.
- The school uses CAT4 assessments to diagnose students' levels in mathematics, English and science. Based on these results, effective academic support is provided to meet individual learning needs, and to monitor progress systematically over time. The school employs GL Assessment tools, ensuring that interventions are evaluated for impact, thus, the majority of students meet or exceed their academic targets based on their abilities. However, in Secondary School, the provision is inconsistent, as support is mainly focused on improving English reading skills, with limited targeted interventions in Arabic and mathematics.

Leadership, Management and Governance

Good

- The Senior Leadership Team (SLT) demonstrates a clear understanding of the school's priorities and challenges, providing strategic direction for improvement. Self-evaluation processes include surveys and examinations results, effectively identifying strengths and informing improvement priorities. These priorities are translated into a strategic improvement plan supported by monitoring mechanisms, although clearer Key Performance Indicators (KPIs) are needed to measure impact more effectively.
- School leaders actively promote innovation and resilience by introducing new curricula, such as the 'Kapow!' Curriculum in the Primary School and BTEC Level 2 and 3 courses in the Secondary School, offering internationally recognised qualifications. Resource investment is evident through initiatives such as the launch of the STEAM building for Secondary and Upper Primary Schools.
- A collaborative and supportive culture is evident through the provision of continuous professional development (CPD) opportunities for staff, including internal workshops such as 'Efficient Lesson Planning', alongside external training like National Professional Qualifications (NPQs) aimed at strengthening staff capacity. Lesson observations using 'Tom Sherrington's WalkThrus' have positively impacted classroom practices in the Primary School, though the impact of CPD on teaching quality, particularly in the Secondary School, requires further enhancement to secure consistency across all subjects.
- Strong governance strengthens the school's operations, with the Board of Directors providing strategic oversight and approving major initiatives. Transparent communication with parents and stakeholders is maintained through multiple channels, including coffee mornings and Parent-Teacher Organization (PTO) events. Parents actively participate in school life through initiatives such as reading sessions and cultural celebrations. The school also maintains strong links with the local community, including collaboration with the British University of Bahrain for Ramadan meal preparation and distribution, reinforcing students' commitment to social responsibility and community engagement.

Next Actions

The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report.