



Inspection report

Capital School

Kingdom of Bahrain

Date
Inspection number

10th – 12th November 2025
20251112

Contents		page
1	Purpose and scope of the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	4
	3.1 What the school does well	4
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	7
5	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	10
	5.3 Standards achieved by pupils	12
6	Standard 2 The spiritual, moral, social and cultural development of pupils	13
7	Standard 3 The welfare, health and safety of pupils	15
8	Standard 4 The suitability of the proprietor and staff	17
9	Standard 5 The premises and accommodation	18
10	Standard 6 The provision of information for parents, carers and others	19
11	Standard 7 The school's procedures for handling complaints	20
12	Standard 8 Leadership and management of the school	21

1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on whether schools meet the standards for BSO.

During the inspection visit, 39 lesson observations took place. School documentation and policies were analysed and data reviewed. Students' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Nan McKeown. The team members were Rhys Headley, Jessie Joubert, Timothy Shanahan and John Trudinger.

2.Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

3. Overall effectiveness of the school

Capital School Bahrain (CSB) provides a well-structured and supportive environment where student welfare, safety, and wellbeing are prioritised through clear procedures, dedicated staff, and a strong sense of community. The school is committed to safeguarding. Student behaviour is exemplary, built on a strong foundation of mutual respect. CSB fosters a nurturing atmosphere that encourages both academic and personal growth.

3.1 What the school does well

There are many strengths at the school, including:

- safeguarding is prioritised within a culture of responsibility of all;
- students feel safe
- student/teacher relationships are mutually respectful;
- strong leadership is decisively guiding improvements;
- a commitment by leaders to provide the best education for all;
- behaviour is exemplary;
- students are keen to learn and seek challenges;
- strong teacher subject knowledge;
- students relish the opportunity to take on responsibilities;
- a safe and welcoming campus;
- well resourced facilities;
- a stimulating learning environment in the EYFS department;
- staff are ambitious for, and committed to the school;
- a strong school identity is developing.

3.2 Points for improvement

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

- i. Further develop the quality of teaching and learning by:
 - sharing best practices in teaching methods and strategies, across the school;
 - using data to inform planning to support individuals and groups of students;
 - creating opportunities for students to lead their own learning through collaboration and debate, both in and outside the classroom.
- ii. Provide further opportunities for students to take on roles of responsibility across the school.
- iii. Further enhance tracking systems to evaluate the impact and effectiveness of the recent change.

4. The context of the school

Full name of school	Capital School, Bahrain			
Address	Building 2312, Road 5755, Block 457, Bahrain			
Telephone number/s	+973 17008880			
Website address	www.capitalschoolbahrain.com			
Key email address	<u>Principal@capitalschoolbahrain.com</u>			
Headteacher/ principal	Assheton Woodall			
Chair of board/proprietor	Adel Al Safar			
Age range	3-16 years			
Total number of pupils	1263	Boys	666	Girls
Numbers by age	0-2 years	0	12-16 years	404
	3-5 years	243	17-18 years	0
	6-11 years	615	18+ years	1
Total number of part-time children	0			

Capital School Bahrain was established in 2015. Due to its rapid growth, in 2022 it moved to its current extensive campus in Bu Quwah. Current student numbers stand at 1263 students with a large proportion of 60% being Bahraini. The school follows the national curriculum for England for all subjects, except the Arabic subjects, with local modifications where necessary. Most teachers are UK trained and almost all teachers are native English speakers. The core mission of Capital School is to create happy, creative and confident learners. Students feel secure and valued within the friendly, mutually trustful learning environment.

Capital School is well respected within the community it serves.

4.1 British nature of the school

The school's curriculum follows the National Curriculum for England and the Early Years Foundation Stage (EYFS) framework. The school's assessments including the IGCSEs and BTECs are British sourced and benchmarked against British standards. As a member of the British Schools in the Middle East (BSME), the school engages with other British schools across the region, sharing ideas and good practice, ensuring its approach aligns with current British educational expectations.

Many of the teachers are from the United Kingdom and bring experience of the British education system. They participate in British-based continuing professional development (CPD), including national professional qualifications (NPQs). Teaching is informed by the latest British educational practice.

Assemblies and pastoral programmes play a central role in promoting British values. During the Armistice Day assembly, students reflected on remembrance through poetry and discussion, exploring themes of loss, peace, and tolerance. This reinforces the British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of others.

Student voice is embedded across the school, giving students genuine influence over school life. They help shape enrichment activities such as table tennis, a podcast club and a chess programme. Interest in chess has led to plans for a large outdoor chess set, demonstrating the school's responsiveness to student ideas. Core values of respect, responsibility and resilience guide students' behaviour and learning throughout the school.

British culture and history are integrated throughout the curriculum. Students study British literature in lessons and learn about the structure of Parliament and the history of workhouses. Year 7 drama classes study British plays. A year 11 class was studying how the House of Commons and the House of Lords function. Students understand the operation of the British political system.

Leadership and student voice opportunities reflect British school practice. Students can become prefects, head boy, head girl, ambassadors, student council members, or eco representatives. Students lead assemblies, present their work, and take part in meetings. They say, "We can voice student opinions and help new students" and "The school listens to our ideas".

5. Standard 1

The quality of education provided by the school

The quality of education provided meets the standard for BSO.

5.1 Curriculum

The quality of the curriculum is good.

The school follows the National Curriculum for England and is frequently reviewed and updated with evidence used to inform changes. A broader and more balanced curriculum has been developed over the last few years. This has led to significant changes and improvements that better suit the needs of the students and their next steps in education. The changes have been welcomed by staff, students and parents alike and initial indications reflect a positive impact on standards.

Clear plans and schemes of work carefully map the knowledge and skills at each stage of the school and show progression through the year groups. These are periodically reviewed and revised to ensure their effectiveness and relevance. For example, adaptations have been implemented to the mathematics curriculum in secondary to ensure a seamless transition from primary.

The plans frequently refer to the '21st century skills' needed to develop the students' critical thinking, collaboration, creativity, resilience and global awareness. This new initiative will benefit students as it continues to be embedded into school life and consistently addressed in lessons.

In the younger years, the school follows the EYFS curriculum. The children enjoy stimulating environments. The well-planned curriculum is led by an experienced team of teachers supported by skilled assistants.

There is a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. Students thrive in the thematic continuous provision sessions. They were highly motivated by the story 'Whatever Next', exploring the themes by dressing up as astronauts and painting the planets in highly interactive class environments.

In addition, children have a daily playground session where they develop their gross motor skills. Activities include climbing, swings and playing on the playground apparatus. The outdoor learning environment includes a range of opportunities for free choice such as dressing up, gardening, and small world play.

In Key Stages 1 and 2 the curriculum is broad, engaging and well matched to students' developmental stages. Lessons observed across subjects show clear sequencing and coverage aligned with the English National Curriculum. The curriculum provides meaningful opportunities

for students to build fluency and confidence in core areas such as multiplication, narrative writing, and scientific enquiry.

Tasks are structured to consolidate prior learning and deepen conceptual understanding through practice and reflection. The level of challenge is good, and appropriate for most children, but there are occasions where it is not fully matched to the needs of the most able learners.

A new primary curriculum for the foundation subjects, including geography, history, art and music, has provided consistency, robust planning and clear coverage in these areas. Enrichment lessons, such as comic creation, extend the curriculum beyond the academic, fostering creativity, imagination and application of 21st-century skills. Planning documents are in place, though lesson plans were not consistently annotated to show adaptation or targeted support for differing students' abilities.

A range of new subjects have been introduced into the secondary timetable to afford the students with more creative outlets including food technology, drama and robotics. These developments are epitomized by the opening of the STEAM (Science, Technology, Engineering, Art and Maths) building.

The option of BTECs for Year 11 has also been introduced to meet the needs of the students. Career advice has been offered in the form of visits by Unihawk and regular business breakfasts where parents attend to discuss their professions with secondary students. Curriculum overview information is made available to parents and students through the school website and digital applications improving accessibility and engagement with academic expectations.

The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance are promoted across the curriculum. These were evident in the relationships and routines in the school as well as assemblies, for example the children marked Remembrance Day by exploring British history and concepts such as sacrifice and freedom.

The formal personal, social and health education (PSHE) curriculum, together with an effective pastoral system, constantly promotes the well-being of students and the positive attitudes, values and behaviours that underpin human society. Tolerance and mutual respect are well embedded across the school, promoted by the mantra 'Ready, Respectful, Safe'. Students contribute to and take on responsibilities in the school including roles such as prefects, Eco-reps and student councillors. These roles tend to be in the upper part of the school. Student contribution could be extended further in all phases giving all students the opportunity to develop their sense of ownership of their school.

Enrichment lessons are included in the school timetable this year and are carefully designed to reflect the interests of the students. Classes are weekly and include STEM, computing, strategy games, life skills, creative arts, languages, music, drama and a variety of sports. Additional examples of curriculum enrichment include extra-curricular clubs, educational visits and visitors to the school. The school's affiliation with the Real Madrid Educational Football Program reflects its commitment to sports.

5.2 Teaching and assessment

Teaching and assessment meet the standard for BSO. They are good with outstanding features in EYFS and primary, and satisfactory with good features in secondary.

Across the school, teachers demonstrate secure and well-developed subject knowledge. They are confident in the delivery of their subjects and show a clear understanding of curriculum content. Lessons are planned with precise learning objectives. Prior learning is referenced effectively through 'do now' activities, which are firmly embedded in lessons across all phases of the school. Teachers follow a consistent lesson structure informed by Rosenshine's principles of instruction. This ensures that expectations for planning, delivery and classroom routines are aligned and understood across the school.

The quality of teaching in the EYFS and primary phases is good, with outstanding features. In EYFS and primary, children are enthusiastic, eager to participate and show curiosity in their learning. Relationships between students and teachers are consistently positive. Students feel secure in contributing ideas, asking questions and taking part in practical and collaborative activities.

Teaching in EYFS is a particular strength. Experienced teachers use skilful questioning and targeted guidance to encourage students' natural curiosity. They support students to develop independence, resilience and a strong enjoyment of learning. In one phonics lesson, the teacher modelled a series of digraphs and supported students to blend sounds confidently. Students were praised for their effort and memorable actions were used to help them recall the sounds letter make.

Learning environments are well organised and inviting. They give students opportunities to express creativity and develop their personal and social skills. In another lesson, the theme of 'asking for help' was explored, with students sharing thoughtful examples and responding enthusiastically. Assessment processes have been revised to ensure accurate and consistent tracking of progress against the early learning goals and Development Matters.

In Key Stage 2, students enjoy learning and are keen to deepen their understanding. In a year 5 mathematics lesson on fractions, for example, the teacher used assessment information to group students appropriately. The learning was scaffolded carefully, which enabled students of different abilities to achieve the intended outcomes. The regular use of choral response supported students to rehearse and apply key subject terminology, including words such as 'denominator'. In English and science, questioning is used effectively to prompt reflection and reinforce learning objectives.

Teachers model tasks clearly and use encouragement to build resilience and self-belief. Students respond positively, taking ownership of their work and demonstrating enthusiasm for challenge. Where practice is strongest, teachers foster independence and self-correction through immediate verbal feedback and peer support.

The quality of teaching and learning in secondary is satisfactory with elements of good practice observed. In secondary lessons, well-established 'do now' activities allow teachers to gather information quickly and identify misconceptions. In the strongest lessons, the 'do now' activity was ready for students when they entered the classroom, and students entered silently and began the task without teacher instruction. The use of mini whiteboards is embedded and enables teachers to check the progress students are making during lessons. Although teacher subject knowledge is strong in some lessons, the pace is too rapid to allow for deeper questioning or reflection. As a result, opportunities to check understanding and to adapt teaching dynamically are sometimes missed. Teachers have access to a wide range of data, but there is limited evidence of this being used consistently to stretch, challenge and support learners, particularly the most able and those with additional needs.

Marking and feedback vary across subjects. Verbal feedback is used widely and is often effective in supporting students during lessons. However, written feedback is inconsistent. In secondary, there is insufficient evidence of regular marking in students' workbooks. Where practice is strongest, students complete clearly defined challenge tasks and respond to feedback. Across much of secondary, there is a need for further evidence of progress and understanding in workbooks to demonstrate impact over time. Greater consistency in marking, feedback and assessment practices across all key stages would support students' progress.

Students are articulate and confident when discussing their learning. They show a clear understanding of lesson objectives within well-established classroom routines.

5.3 Standards achieved by pupils

Standards achieved show improvement at many levels.

Standards at the end of EYFS show that most students reach the early learning goals in all seven areas of learning. Outcomes are in line with or above UK averages. Progress from starting points is strong. Despite most students having English as an additional language, a large majority of students met the literacy early learning goal by the end of EYFS.

In Key Stages 1 and 2, standards, benchmarked against international and UK measures, indicate that students perform in line with or above expected standards in reading, writing and mathematics. Progress is good across all year groups.

Across Key Stage 2, students make good progress in relation to their starting points and demonstrate increasing confidence in applying knowledge and skills. They show secure recall of prior learning and the ability to explain their reasoning during tasks. Written work is generally well presented, with evidence of sustained effort, creativity, and growing precision in grammar and vocabulary. Students are reflective, able to identify strengths and areas for improvement, and respond positively to feedback.

Not all pupils start school at the beginning of year 1. Some start in years 5 or 6. Currently, half of the year 7 cohort are new to the school. However, lessons, curriculum planning and enrichment clearly promote strong subject knowledge and engagement. The school has had only one GCSE cohort to date. By the end of key stage 4, students achieve well and make good progress from their different starting points. Attainment in English and science is above UK averages.

Attendance for 2024–25 was 95.93%, which is above the UK national average. The school has recently appointed an attendance officer who monitors, tracks and follows-up attendance concerns by contacting the families of absent students. This is having a positive impact on attendance rates.

5.4 Standard 2

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development is good with outstanding features.

The school's ethos of *developing happy, creative, and confident learners* is clearly reflected in students' spiritual growth. Across phases, students display curiosity, empathy and a reflective approach to learning. In EYFS and key stage 1, students are supported to explore emotions through structured personal, social and circle-time activities; children can identify feelings, describe behaviour and recognise how to regulate emotions.

In upper primary and secondary, personal, social and health education (PSHE) themes such as wellbeing, examination stress, online behaviour and bias enable students to develop resilience and self-awareness.

Students engaging imaginatively through poetry, narrative writing, and artistic design, expressing individuality and wonder. Whole-school themed days, *100 Days of Learning, Superhero Day, World Book Day*, and *Under the Sea Adventure*, nurture joy, creativity and confidence. Students speak with pride about their achievements, reflecting a school culture that values reflection, optimism and self-expression.

Moral understanding is embedded through consistently high expectations of behaviour and reflective practice. Behaviour in lessons and around the school is exemplary. Students clearly understand the behaviour code — *disapprove, move, remove* — and can explain the consequences of their actions. Students describe how warnings and reflection help them think about choices and improve behaviour. Staff model fairness and integrity and students respond with growing maturity and respect.

Assemblies and PSHE lessons address ethical issues such as digital safety, misinformation, and kindness online. Participation in community and charitable initiatives, including *Think Pink Day, National Day activities*, and food-parcel collections during Ramadan, reinforces empathy and social responsibility. In lessons, students are courteous and supportive, with teachers using praise and encouragement to promote perseverance and honesty. This consistent moral framework contributes to a calm, purposeful learning climate in which students feel safe, respected, and accountable for their conduct.

The ethos of developing confident learners is evident in the quality of relationships and the emerging strength of student leadership. During the secondary breaktime students interact inclusively and respectfully, playing football and table tennis, chatting in mixed groups and showing consideration for one another. Students work together well. They support one another when challenged and demonstrate maturity in teamwork and communication. For example, students share ideas in science investigations.

10th -12th November 2025

A wide range of extra-curricular activities including, football, robotics, AI, chess, art, cooking, drama, eco club, debate, and public speaking, promote cooperation, resilience and leadership. Student voice is growing. The school council, prefects, eco reps and head boy/head girl roles provide opportunities to influence school life. Careers education through the business breakfast, careers fairs and university visits strengthen social and employability skills, help to prepare students for the next stage.

The curriculum integrates multicultural perspectives through literature, art and social studies. Cultural awareness and respect for diversity are notable strengths of the school, which has a student body representing more than 40 nationalities. Students engage enthusiastically in *National Day*, *Around the World Day*, *Chinese Day* and other social, cultural and heritage celebrations that honour both Bahrain's traditions and global cultures. Displays, performances, and the annual *Yearbook 2024–25* showcase students' participation in events such as *Crazy Hair Speaks Arabic* promote linguistic appreciation and cultural exchange. Students articulate pride in being part of a British international community that values inclusion and mutual respect. Favourite Book Character Day, and Think Pink Day, celebrating individuality and shared identity across cultures.

Collectively, these experiences ensure that students develop as open-minded, culturally literate individuals who appreciate both their home country, host nation and the wider world.

6. Standard 3

The welfare, health and safety of the pupils

The provision for welfare, health and safety meets the BSO standards and is outstanding.

Students at CSB are very well cared for and safeguarding provision is of an exemplary standard.

Robust policies and procedures promote students' welfare, health and safety and fully comply with local legislation. These include comprehensive measures for health and safety, fire safety, first aid and behaviour. All policies are rigorously implemented, regularly reviewed and supported by thorough staff training.

Safeguarding is central to the school's ethos, underpinned by a strong sense of collective responsibility. Procedures are well-defined and consistently adhered to by all staff. These procedures are detailed in the safeguarding policy, which is reviewed annually and provides clear guidance on how to report concerns. Key personnel, including the designated safeguarding leads (DSL) have completed level 3 safeguarding training.

Students are aware of the safeguarding team and know whom to approach if they feel unsafe. The students at the school feel safe, heard and empowered to report concerns. The qualified school councillors provide support from two accessible offices with posters around the school advertising their services.

Relationships across the school are exemplary, fostering a safe, inclusive, and respectful community. Behaviour is excellent, supported by consistently implemented positive behaviour strategies. Incidents of bullying are rare; however, when they occur, they are handled promptly and effectively, fostering confidence among parents and students that concerns are addressed effectively. This is also supported by embedded policies.

The school has clear processes for student admission and maintains a detailed and accurate register of all students enrolled in the school. Rigorous systems are used to monitor both attendance and punctuality. Several initiatives are in place which promote high levels of attendance and minimise lateness, including signage around the school outlining the long term effects and impact of coming late to lessons.

Students are knowledgeable about healthy lifestyles and relationships, making informed choices regarding diet, exercise and emotional wellbeing. Supervision is appropriate to students' age and needs, with older students contributing responsibly. For example, members of the student council supported leadership in supervising the late students in the morning.

Risk management is highly effective. All off-site visits are carefully risk assessed before plans are approved. Comprehensive assessments cover all areas of school life and are fully compliant with local regulators.

10th -12th November 2025

Drop-off and pick-up arrangements are smoothly managed and appropriately supervised. All active gates are monitored by security personnel. Signage provides clear information regarding operational hours, pick-up and drop-off points, first aid locations and all adults in the school are provided colour coded lanyards. Visitors to the school are presented with a safeguarding leaflet outlining responsibilities and expectations. The school is working on more robust collection procedures, particularly for collection of students at the end of the day.

Termly fire drills are conducted, with feedback promptly actioned to address any issues. Fire safety equipment is regularly checked and serviced by appropriate external providers. The site is well maintained with clearly marked exits. Staff, parents and students are able to utilise an online form through scanning a QR code to report facility issues which are prioritised and responded to in a timely manner.

7. Standard 4

The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

Capital School fully meets the BSO standards and host country requirements for the suitability of the proprietor and staff. Safe recruitment procedures are robust, transparent and fully compliant with both Bahraini legislation and British safeguarding expectations. All staff checks, including verification of identity, medical fitness, right to work, qualifications, and International Child Protection Certificates (ICPCs) where applicable, are completed and verified prior to appointment. For staff recruited from outside Bahrain or the UK, additional background and police checks are undertaken as appropriate. No employee begins work until all pre-employment checks have been completed and recorded.

The school maintains a comprehensive single central record (SCR) that details all required checks and dates of completion. The SCR is accurate, securely maintained, and regularly reviewed by the designated safeguarding lead (DSL) and senior leadership team. The same rigorous vetting process applies to all persons engaged in supply or temporary work, ensuring compliance with host country laws and BSO standards.

The proprietor and board of directors demonstrate full compliance with governance and suitability requirements. All relevant checks have been completed to confirm the proprietor's identity, legal status, and right to operate within Bahrain. The board provides clear and consistent strategic oversight, meeting regularly to review educational quality, staffing, safeguarding and compliance. Board minutes confirm that decision making processes are systematic and evidence based, and that measurable performance indicators are used to ensure accountability and continuous improvement.

8. Standard 5

The premises and accommodation

Premise and accommodation of the school are outstanding.

CSB provides a safe, well-organised, and well-maintained learning environment. The school premises fully support the delivery of the curriculum. Preventive maintenance and regular inspections are carried out by the facility manager. All issues are logged and tracked through the digital system. Maintenance records, health and safety reports, accessibility assessments, and fire safety compliance documents show the school's strong focus on safety. Risk assessments and policies show that procedures for activities and trips are robust.

Classrooms are bright, air-conditioned and well-ventilated. Student work is proudly displayed in many areas of the school. Learning areas have age-appropriate furniture, projectors and whiteboards. Toilet facilities are clean, sufficient and regularly checked. There are separate toilets for boys, girls, staff and visitors. Some toilets include handrails for accessibility.

The school has two extremely well-resourced clinics, one for primary students and one for secondary students, staffed by licensed nurses. Medical incidents are recorded and medicines are given safely with parental consent.

Digital learning is a key part of the school. A digital learning strategy, led by the digital strategies and artificial intelligence lead, ensures technology improves teaching and learning. There are computer labs with individual student workstations. The labs have interactive smartboards and classroom management software so teachers can monitor screens and support learning. Thirty *Chromebooks* are available for students and teachers to use during regular lessons.

The library supports both English and Arabic departments. It offers many curriculum-aligned and recreational books. Students can use it as a quiet study area during breaks. *Chromebooks* give access to digital resources. Reference books, dictionaries and atlases encourage independent learning and research. The library follows strict hygiene and conduct rules, including a no-food policy and the use of hand sanitiser is emphasised.

The new science, technology, engineering, the arts and mathematics (STEAM) building, includes a food technology lab, a science lab, a design and technology lab, and a music room. It provides extensive specialised spaces for creative and practical learning. The school plans to utilise further space to extend this exceptional provision.

The school also has extensive outdoor and recreational spaces which are well designed for use. Shaded play areas and sports courts are checked regularly for safety. Drinking water dispensers are available across the campus. Cleaning staff maintain high hygiene standards throughout the school.

9. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others meets the standards for BSO.

The quality of information provided by the school to parents, prospective families and the wider community is wide ranging and accessible. The school's website is comprehensive. Those who contact the school are well-supported throughout every stage of the admissions process. Parents describe the induction process as informative and welcoming, helping families to settle quickly and feel an immediate sense of belonging within the school community.

The school's aims, values, and mission statement are prominently displayed on the website and referenced consistently in key documents and publications. The '*Parent Corner*' section of the site gives a wealth of information including newsletters, parent workshops, canteen menus and key contact lists. Whole-school policies, 25 in total, including those beyond the curriculum, are readily accessible to parents and are reviewed and updated regularly.

Communication with parents is carefully managed and responsive to their needs. Parents receive timely updates regarding the curriculum, teaching approaches, and class activities. A variety of communication channels and apps ensure parents are well-informed and able to support learning effectively at home. Reporting procedures are clear, and parents feel the school provides excellent information about both the academic and pastoral progress of their child. Parents are encouraged to participate actively in school life through regular events and opportunities for involvement such as reading volunteers, business breakfasts, super parent week, and the parent teacher organisation.

Teachers and leaders are easily accessible to discuss any concerns with the parents noting the leadership's transparency and visibility. The school routinely seeks parental feedback through both formal surveys and informal discussions in regular 'Coffee Mornings' and demonstrates a proactive approach to addressing any issues raised. Following external inspections or accreditations, the school publishes the resulting reports alongside detailed development plans responding to recommendations.

10. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standards for BSO.

There is a formal complaints procedure that is clear, transparent, open and effective. It is accessible via the school website in both English and Arabic. CSB aims to deal with complaints as quickly and effectively as possible.

The complaints procedures are followed carefully and are effective in ensuring that each concern is addressed at the appropriate level. The procedure takes into account local laws and regulations.

Examples from the school's policy and practice show that concerns are handled in a systematic and prompt manner. At the informal stage, issues are usually resolved through discussion with the relevant member of staff or the principal. For example, when a parent raises a concern regarding classroom practice or student progress, they are encouraged to meet first with the class teacher. Notes are taken during the meeting to provide transparency.

If an issue cannot be resolved informally, it moves to the formal stages set out in the policy. Where a complainant is dissatisfied, the chair of the board may convene a complaints committee to review the matter. This committee includes impartial members of the governing body. It ensures that all parties are treated fairly. Minutes of meetings are provided to those involved.

These procedures ensure that complaints are handled with consistency, confidentiality and fairness. Evidence from recent cases shows that parental concerns about academic progress and communication were investigated and resolved at the appropriate stage. Written outcomes were clear, and parental satisfaction was high.

A shared record of complaints is held by the principal and the human resources team. This is monitored regularly and analysed to recognise any patterns which can be addressed. All information is held in confidence and shared with staff only when necessary.

The leadership team holds regular coffee mornings where parents can discuss concerns with the appropriate member of staff. This has reduced the number of formal complaints as minor issues are addressed before they escalate.

Evidence from parent interviews confirms that the school deals with complaints in an efficient and timely manner. Parental satisfaction is high.

11. Standard 8

Leadership and management of the school

The leadership and management of the school are outstanding.

Leadership is strong. Leaders at all levels have laid strong foundations on which to build further in a relatively short space of time. The senior leadership team (SLT) is fully committed to providing the best education for every individual child within a safe, secure and happy environment.

Although the members of SLT are relatively new to the school, they are already making a positive impact, through significant changes to improve systems and ensure rigour in practice.

High expectations of student achievement and well-being are set although further time is required to embed the best possible practice and realise the full impact in academic achievement.

Safeguarding is integral to school life. Training is a priority and all staff know how to deal with any concerns. A culture of responsibility for safeguarding has been created. Relationships across the school are exemplary.

The highest expectations of behaviour are set so that mutual respect and good manners are the norm. Students care for each other and are respectful towards all adults in the school.

Strategic planning is central to the schools' progress. Well-judged school improvement and action plans are followed but remain flexible and adaptable through regular review. This ongoing approach to self-evaluation ensures the school maintains a firm focus on continually improving strategies and reacting to priorities.

The board of directors is highly effective in its role to oversee all strategic aspects of the school. Members of the board have clearly defined roles and work cohesively to support and guide the schools leadership, while holding them to account. They are involved daily in school life and maintain visibility and contact with staff and parents alike.

Staff professional development is proving effective. The programs of continuous professional development (CPD) are carefully tailored to ensure teachers are given the opportunity to develop skills which support personal growth and the school's strategic direction. Staff benefit from regular training sessions in the school and can access a wide range of professional development courses. Many leaders are currently undertaking *National Professional Qualifications* (NPQ) in line with their current roles.

The leadership is continually developing communication channels with parents and carers with the aim of parental involvement becoming fully integrated into school life. Parents are also welcomed into school to celebrate events and their opinions are sought and acted on where possible.

10th -12th November 2025

The school runs smoothly on a day-to-day basis. The administration is effective and highly efficient. The school has a calm and happy atmosphere.

The school has developed and grown rapidly in recent times. It is now well placed to continue to flourish given the drive, passion and commitment of the leadership.