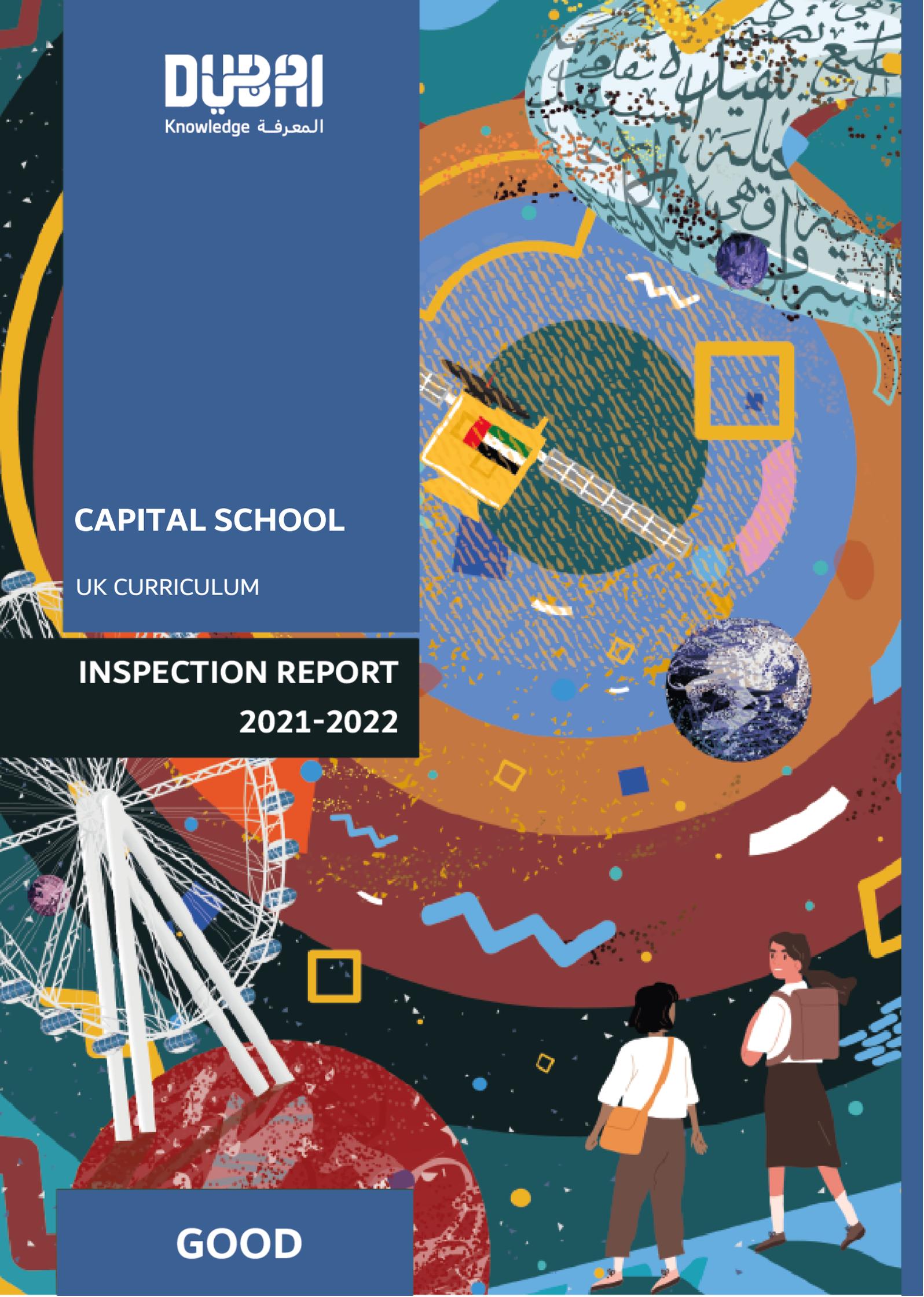


CAPITAL SCHOOL

UK CURRICULUM

**INSPECTION REPORT
2021-2022**

GOOD



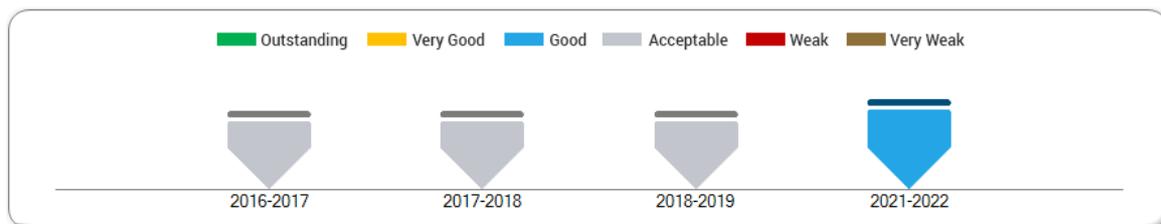
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	2014
	 Website	www.capitalschooluae.com
	 Telephone	97142988776
	 Principal	Daniel James Sutton
	 Principal - Date appointed	8/1/2021
	 Language of Instruction	English, Arabic
	 Inspection Dates	16 to 19 May 2022
Students	 Gender of students	Boys and girls
	 Age range	4 to 15
	 Grades or year groups	FS1 to Year 10
	 Number of students on roll	510
	 Number of Emirati students	27
	 Number of students of determination	31
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	41
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	21
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	1
	 Teacher turnover	39 percent
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	TIMSS, GL Progress Tests, IBT
	 Accreditation	BSO

School Journey for CAPITAL SCHOOL



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students Outcomes

- Students' progress and attainment in Islamic Education and Arabic are acceptable in the primary and secondary phases. Progress in English, mathematics and science is mostly good, and very good in the Foundation Stage (FS). This progress leads to acceptable or good attainment in those subjects. Several subjects show improvement from the previous inspection, particularly science. Students' learning skills are well developed, particularly in FS.
- At all phases, students behave very well. They show positive attitudes towards their learning and to their teachers and peers. Students' understanding of Islamic values and Emirati heritage is well developed, though their knowledge of other cultures is more limited. Students have a good understanding of environmental issues. When given opportunities, they can take responsibility and show initiative.

Provision for learners

Teaching and assessment have improved to be very good in FS and good in the primary phase. Teaching is more variable in the secondary phase, though some effective lessons are seen there too. Teachers have well-developed subject knowledge, and most understand how students learn best. They successfully use assessment information to match learning tasks to the needs of students, particularly in FS.

- The design of the curriculum and the way in which teachers adapt it to meet the needs of different groups of students are appropriate. These aspects have improved in FS and are now very good. There is a more consistent approach to curriculum design across the school. The school is waiting for approval to extend provision at the secondary phase.
- The school provides a safe and secure environment for staff and students. Safeguarding arrangements are appropriate and implemented effectively. The school is planning to extend the advice it gives to parents and students about academic and career pathways. There is an inclusive ethos, and students of determination receive effective support.

Leadership and management

- All aspects of leadership are effective. The processes of self-evaluation, improvement planning and governance have improved. As a result, a significant number of aspects of the school's work have also improved. Partnerships with parents and other establishments are of good quality and the school is working to extend links to benefit students. The school operates well on a day-to-day basis.

The Best Features of The School:

- The increasingly positive impact of senior leaders and governors on the performance of the school, including the building of an inclusive ethos.
- Students' progress in English, mathematics and science, which is mostly good or better.
- Provision and outcomes for children in the Foundation Stage.
- Students' personal and social development.

Key Recommendations:

- Raise attainment in all subjects, particularly where it is only acceptable and especially in the secondary phase, by:
 - ensuring that the quality of teaching is consistently good or better, and
 - raising teachers' expectations of what students can achieve.
- Improve the use of assessment information to guide teaching and curriculum planning, particularly in the secondary phase.
- Improve the leadership capacity, human resources and other materials for implementing a systematic plan to enhance provision in the secondary phase.

Overall School Performance

Good ↑

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable
 <p>English</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Very good ↑	Good	Acceptable ↓
 <p>Mathematics</p>	Attainment	Good	Acceptable	Acceptable
	Progress	Very good ↑	Good	Good ↑
 <p>Science</p>	Attainment	Good ↑	Good ↑	Acceptable ↑
	Progress	↑ Very good	Good ↑	Good ↑
		Foundation Stage	Primary	Secondary
Learning skills		Very good ↑	Good	Good ↑

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good ↑	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good ↑	Good ↑	Acceptable
Assessment	Very good ↑	Good ↑	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good ↑	Good	Good
Curriculum adaptation	Very good ↑	Good	Good

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good
Care and support	Good	Good	Good

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ↑
Parents and the community	Good
Governance	Good ↑
Management, staffing, facilities and resources	Good

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable 	Acceptable

- Work in students' books and in lessons confirms that the attainment and progress of most are in line with the curriculum standards across both phases. Students demonstrate a secure understanding of basic concepts, beliefs, and practices.
- There are no significant differences in progress of Arab speaking and non-Arab speaking students. A majority of students in both phases are developing a good understanding of the Hadith, Islamic etiquette, and Islamic values. Students' ability to discuss Islamic concepts and relate them to real-life applications is underdeveloped.
- Students are developing their skills in recitation and memorisation of the Holy Qur'an. Their ability to reference the Holy Qur'an and Hadith to support their learning is less well developed.
- The attainment of Emirati students is good.

For Development:

- Ensure that the Holy Qur'an, Hadith, and Seerah are linked to all areas of learning of the subject.
- Improve students' ability to link what they learn to real-life situations.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In lessons and their recent work, students' attainment is broadly in line with expectations. The achievement of primary students is slightly better than those in secondary, and girls generally make better progress than boys. The school's own assessments show slightly higher attainment than that found in the inspection.
- Students' listening and reading skills are in advance of speaking and writing skills in both phases. Students are able to use a range of vocabulary and comprehend different texts, but their knowledge and application of grammar is insecure.
- Increased opportunities for students to read extensively and apply language in real-life situations have improved their language skills in general. Students' ability to write and speak standard Arabic freely is underdeveloped.
- The attainment of Emirati students is acceptable.

For Development:

- Improve students' free writing and speaking skills by providing more opportunities for them to practice language extensively using standard Arabic.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable 
Progress	Not applicable	Acceptable	Acceptable

- In lessons and in their recent work, the attainment of most students is in line with the Ministry of Education curriculum expectations. However, progress as seen in their written work is slightly better. The school's own assessments are consistent with the inspection findings.
- Strengths include students' listening skills. They understand and respond to the teachers' questions, although the answers are mostly very brief and not without support. Students' free writing skills are underdeveloped.
- Reading skills have improved this year by providing more opportunities for students to practice reading about topics such as food and family and daily routines. However, many students have difficulty in decoding words and understanding extended texts.
- The attainment of Emirati students is acceptable.

For Development:

- Improve students' writing and speaking skills by providing more opportunities for them to practice extended writing and speaking in real life situations.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Very good 	Good	Acceptable 

- Although the attainment of most students is in line with expectations, less than half reach levels above. Some students lack confidence in speaking at length. Students' ability to write at length with accurate punctuation is inconsistent.
- Children enter FS with limited English language skills and make rapid progress. In the primary phase, a majority make better than expected progress. The progress of students in the secondary phase is less consistent. Progress in reading, speaking and listening is better than in writing.
- The level of challenge provided for students in developing their English language skills is inconsistent. The school is appropriately focused on raising expectations of what students can achieve in English.
- Although Emirati students make very good progress in the primary phase and acceptable progress in the secondary phase, their attainment is lower than their peers.

For Development:

- Raise expectations of what students can achieve and the level of challenge provided in lessons.
- Improve students' progress in writing to increase their attainment in this aspect.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Acceptable	Acceptable
Progress	Very good ↑	Good	Good ↑

- In the primary and secondary phases, attainment in external curriculum-related examinations has improved to reach the expected levels. Boys and girls attain equally throughout the school. Children in FS make rapid progress and attainment is good.
- Progress in lessons largely depends on the level of challenge provided. Students in FS have a very good concept of money. In the primary phase, students have well developed skills in handling shapes and measures. A good sense of percentages is a strength of students in the secondary phase.
- Problem-solving skills and the use of technology to explore mathematics are underdeveloped across the phases. Too few opportunities are provided for investigations, discussion and applied mathematics during lessons.
- Although Emirati students make good progress in the primary and secondary phases, attainment is lower than their peers.

For Development:

- Provide students with more tasks that develop mathematical problem-solving and investigative skills.
- Raise attainment by ensuring that the level of work provided in lessons is appropriately challenging for all groups of students.

Science

	Foundation Stage	Primary	Secondary
Attainment	Good ↑	Good ↑	Acceptable ↑
Progress	Very good ↑	Good ↑	Good ↑

- Across the primary and secondary phases, students are developing their scientific enquiry and research skills successfully. Progress in making predictions, recording results and writing relevant conclusions is a positive feature, particularly at an age-appropriate level in FS.
- Students' scientific knowledge and understanding are generally well developed.
- New approaches to developing scientific enquiry and investigation skills have helped to improve attainment in those skills. Knowledge and understanding have improved too. In FS and the primary phase, the majority attain levels that are above curriculum standards.
- Although the progress of Emirati students is good in the primary phase and acceptable in the secondary phase, their attainment is lower than their peers.

For Development:

- Increase the level of challenge provided for students in the secondary phase and provide more opportunities for students to take the lead in lessons.
- Extend opportunities for students to engage in scientific enquiry and practical investigations.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good ↑	Good	Good ↑

- In all phases, most students show positive attitudes and genuine interest in their learning. The Capital school core values 'Richer Together' are well-embedded and influence the quality of learning. Age-appropriate learning skills are very well developed in FS.
- Students' communication skills are well developed. They communicate their ideas confidently and contribute to lessons successfully. Most use digital tablets competently to access materials posted by their teacher and to do research. However, critical thinking skills are less developed.
- In all phases, most students work efficiently and with interest. They collaborate effectively when working in pairs or small groups. Higher attaining students are able to take increasing responsibility for their own learning and engage in self- and peer-assessment.

For Development:

- Provide more opportunities for students to develop their critical thinking skills.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good ↑	Very good ↑

- Students demonstrate very responsible attitudes to school and respond positively to critical feedback by teachers. They are aware of healthy lifestyles, although a few young students make unhealthy choices for their food and drinks.
- Particular strengths are students' commendable behavior and their excellent relationships across the school. They are respectful, friendly and willing to help each other in lessons and at break times.
- The school has improved students' attendance, but it is still only good. Lateness to school is mostly attributable to transport delay. Most students are punctual at the start of the school day and lessons.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students display a secure understanding and appreciation of Islamic values. They understand how these values influence many aspects of life in the UAE and contemporary society. They can provide examples of how honesty and tolerance are promoted by Islam.
- Across the school students show good understanding and appreciation of Emirati heritage and culture. They discuss Emirati history and how the country has changed, and talk knowledgeably about the future of the UAE.
- Students demonstrate a clear understanding and appreciation of their own culture. Although they describe with pride the history, customs, and traditions of their own countries, their awareness of other world cultures is underdeveloped.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Students show consideration for others. They willingly take on responsible roles that benefit the life of the school and offer suggestions to improve the school environment. Opportunities to volunteer in the wider community are currently limited.
- Throughout the school, students have positive attitudes to work. Even the youngest children try hard to do things independently. Through a variety of challenges and entrepreneurial events, students are enabled to be creative and enterprising.
- Students are active in supporting sustainability schemes, such as recycling initiatives. Students of all ages have a good environmental and ecological awareness and are aware of issues such as pollution and global warming.

For Development:

- Ensure that all students make healthy eating choices, and improve attendance to be very good or better.
- Create more activities for all students to improve their awareness of global cultures.
- Increase participation in community activities and volunteer programmes.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good ↑	Good ↑	Acceptable

- Teachers have secure subject knowledge and plan purposeful and well-structured lessons. They state clear objectives in order to meet the learning needs of all groups of students. They manage time and resources efficiently, and provide stimulating learning environments.
- Effective teaching in FS enables the large majority of children to make better than expected progress Collaborative group work is used to good effect in the primary phase. In the secondary phase opportunities for students to learn independently and share ideas are inconsistent.
- In the most effective teaching, students are active in their learning. The level of challenge offered to students is not always sufficient to develop critical thinking and independent learning skills.

	Foundation Stage	Primary	Secondary
Assessment	Very good ↑	Good ↑	Acceptable

- Internal assessment processes are effectively linked to the curriculum standards. They enable students' academic, personal and social development to be monitored. Assessment processes are particularly effective in FS, but lack rigour in the secondary phase.
- The school participates in appropriate external national and international benchmarking assessments. Analysis of this information is thorough and used to guide curriculum modifications and teaching strategies.
- Teachers across the school have good knowledge of the strengths and weaknesses of their students. Although the use of assessment information to guide learning in lessons is well developed in FS, it is inconsistent in the secondary phase.

For Development:

- Ensure that assessment processes in the secondary phase are sufficiently rigorous to better prepare students for the next stage of their education.
- Ensure that, in all subjects, teachers provide appropriate levels of challenge to individuals and groups of students, especially in the secondary phase.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good ↑	Good	Good

- Across all phases, the curriculum is well structured and sufficiently flexible to ensure that transitions are smooth and students to have a progressive learning experience. Older students moving to secondary have appropriate choices to meet their interests.
- Cross-curricular links are planned for very well in the Foundation Stage through a flexible thematic approach. However, in the primary and secondary phase, these links are less well developed and are only evident in a few subjects and projects.
- The school has developed a number initiatives to enable students to work collaboratively on, for example, sustainability projects. These are helping to develop students' research and critical thinking skills.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good ↑	Good	Good

- The curriculum is continually reviewed and modified to meet the needs of all students. Links with UAE culture and society are most evident in Arabic lessons and more fully developed in FS.
- Teachers take account of students' prior attainment when planning lessons. This ensures that work is closely matched to students' attainment levels. However, this is not done fully consistently across all subjects.
- Through a range of curricular and extra-curricular activities and projects, for example science fairs, the school promotes leadership and team-working skills.
- The provision of Arabic for native speakers in FS is 50 minutes a week.

For Development:

- Evaluate the impact of the curricular modifications to ensure that the curriculum fully meets the learning needs of all students.
- Extend cross-curricular projects to enhance students' transfer of learning between subjects.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- Effective procedures and a wealth of safeguarding policies ensure that students of all ages are well protected from different forms of abuse, including online bullying. Incident record-keeping is well-established and thorough.
- The site is safe and secure. There are effective supervision arrangements for students travelling by bus. Areas identified for improvement include means of safe evacuation from upper levels, the surface of the ramp between buildings, and issues related to traffic congestion.
- Healthy lifestyles are promoted effectively throughout the school with advice to parents relating to lunchboxes and opportunities to participate in physical activities. Most students maintain a healthy weight.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Students are welcoming and friendly. Positive relationships between adults and students are built on mutual respect. Attendance is monitored closely with high levels of punctuality at the start of the day and in lesson transition times
- Procedures for identifying students of determination are good with the use of a wide range of assessment procedures. Clear improvement targets guide curriculum modifications and adaptations that are suited to most students. The result is good academic and personal progress
- Assessment procedures to identify students with gifts and talents are developing. Guidance on well-being is a strong aspect. There are plans for guidance on curricular choices to be provided from Year 9 onwards.

For Development:

- Implement a policy and resources to enable the safe emergency evacuation of anyone with mobility difficulties.

Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- School leaders and the governing board demonstrate the drive and commitment necessary to develop highly inclusive practice. The inclusive education improvement plan is detailed and a direct response to students' needs, but is not disseminated to all staff.
- Well-planned support is the result of the appropriate identification of individual students' needs. Effective interventions ensure that students of determination benefit from individualised, small group and suitable work.
- Parents agree that the inclusion support team is passionate and skilled. Students with the most complex needs benefit and are well cared for. Parents are wholly engaged with their children's programmes of work.
- Individual Education Plans (IEPs) and profiles for students of determination are improving. Students are involved in the creation of their IEPs. However, there is not enough alignment between the students' key barriers to learning and curricular modifications.
- Very good levels of care, guidance and support ensure that students of determination make good levels of academic and personal progress. Students show the independence, personal growth and emotional strength needed as they tackle increasing challenges.

For Development:

- Ensure that all staff are familiar with the inclusive education development plan so that inclusive practice is consistent throughout the school.
- Align actions in individual education plans very closely to students' key barriers to learning.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ↑
Parents and the community	Good
Governance	Good ↑
Management, staffing, facilities and resources	Good

- The new principal works collaboratively with the others in the senior leadership team. Together they have strengthened the school’s commitment to the UAE national priorities and the principle of inclusion. They have appropriately delegated leadership responsibilities to others, including subject co-ordinators, most of whom are effective. The impact of leadership is beginning to show, and several key processes and outcomes have improved. Leaders ensure that the school is compliant with regulations.
- All teachers are involved in school self-evaluation activities. Staff employ appropriate approaches to gathering and analysing information and using the results systematically to plan and implement improvements. Analyses of assessment data and evaluations of lessons are central to the process. The improvement agenda and achievement objectives in Arabic and Islamic Education are insufficiently clear to improve standards.
- The school keeps parents well informed about curriculum developments and their children’s progress. Parents benefit from workshops, for example on reading and writing in the primary school. Leaders are now creating plans to engage parents of Year 7 to Year 9 students in discussion about academic and careers pathways. Leaders are establishing links with other schools, and these are having a positive impact on teaching in the school.
- The governing board has wide representation and is seeking to extend the membership by inviting representatives of the Emirati community to participate. Parents, staff and students have opportunities to report to the board. An experienced consultant is having a positive impact on the board’s work, including improving accountability. The owners are increasingly providing resources to support the school and achieve the aim of developing it as an FS to Year 13 establishment.
- Staff manage the day-to-day life of the school well. Senior leaders have recruited additional teachers for the following session. Most staff are suitably qualified. There is a positive learning environment, and some aspects of the premises have recently been improved. There is a good range of resources for teaching and learning, though the stock of texts for Islamic Education is insufficient.

For Development:

- Build leadership capacity, particularly to improve provision in the secondary phase.
- Working with the governing board, extend partnerships to support staff and benefit students.
- Carry out an audit of teaching resources and address gaps, for example in the supply of texts for Islamic Education.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae