

# Evaluation report

IB World Schools Department

## Programme Evaluation Report

**Head of School:** Kamal Abdel Nour

**School Name:** Ibn Khuldoon National School

**School Code:** 000554

**School Address:** Ibn Khuldoon National School Building no. 161, Road no. 4111 Block 841, Isa Town Kingdom of Bahrain

**IB Programme(s):** Diploma Programme, Primary Years Programme

**Programme Coordinators:** Gerda Marais, Rosy Johnson

**Date:** Wednesday 15 May 2024

**Student ages in which all students are engaged in PYP:** 4-5, 5-6, 6-7, 7-8, 8-9, 9-10

### Evaluation Team

#### Diploma Programme

**Evaluation Leader:** Katia Abboud

**Programme Leader:** Tania Maana

#### Primary Years Programme

**Evaluation Leader:** Sally Thorogood

**Programme Leader:** Sonya Eriksson

## School and Programme Leadership

Dear Kamal Abdel Nour,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

## A. School Context

### School & Community Description

Ibn Khuldoon National School (IKNS) is an established K-12 national school that offers three IB programmes, the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP), alongside the American High School Diploma (AHSD) for students in grades 11 and 12. IKNS has operated in Bahrain since 1983 and is accredited by the Middle States Association and ranked twice as “outstanding” by the Bahrain Quality Assurance Agency (BQA).

The school provides affordable education in comparison to other schools in Bahrain that offer similar educational programmes. The school’s indoor and outdoor facilities are excellent, with strong school-wide IT infrastructure.

IKNS offers IB programmes that include a special focus on bilingual language development in both English and Arabic. Offering three IB programmes, IKNS has diversified its curriculum and aligned itself with globally recognized educational standards, while at the same time preserving the students' mastery of their native language and culture. Most of the students achieve high pass rates in the three sections of the school; Elementary, Middle and Secondary. The external results of the school show that its internal results are highly reliable. The results of IKNS students on the Measure of Academic Progress (MAP) tests and IB Diploma Programme examinations indicate that their progress and achievement are comparable to the results of their global cohorts. IKNS students consistently obtain excellent university acceptance from around the world. The school Alumni are recognized as high quality graduates and many assume leading positions in the community.

IKNS has outstanding extracurricular programmes designed to develop self-confidence and help students grow as individuals. The school offers a wide range of opportunities for students to explore their interests and talents. Extra-curricular activities take the form of clubs, after-school activities, sports teams and activities, and local and overseas field trips, which are closely coordinated with the CAS and Service as Action programmes.

The Kingdom of Bahrain is a small island, located a few miles off the eastern coast of Saudi Arabia. The population is diverse, cosmopolitan, and international; the mix of people that live in Bahrain give the island a congenial and friendly atmosphere. The school community represents a wide and well-established segment of the Bahrain society. The families of the school’s community are diverse and include members of the royal family, merchants, business owners, professionals, entrepreneurs and employees in the private and public sectors. The school community is constituted essentially of past and present families who are generally very supportive of the school. The school’s Alumni also show their loyalty to the school by serving on the Board and its committees and by enrolling

their children at IKNS. Some IKNS graduates are currently working at the school. This trend is stable and is expected to increase year after year.

Bahrainis make up the majority of the student body and almost all other students are of Arab origin. The students come from above average socio-economic backgrounds. With few exceptions, all students plan on pursuing degrees at university level. Almost all students speak English and Arabic fluently. The linguistic and cultural backgrounds of students, teachers and staff is diverse and rich with the majority fluent bilingual Arabic and English speakers.

## B. Programme strengths

### Purpose: Sharing an important mission

- Purpose (0101)
  - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
    - The school fosters international-mindedness in community member behaviours and interactions. Learning activities both inside and outside the classroom focused on appreciating different cultures and how these enhanced respect and understanding of others. For example, an international trip to Morocco, the school's written unit planners and its bilingual approach to language development throughout the school.

### Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
  - **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)
    - The Board of directors collaboratively support the school leadership team to effectively develop and implement a strategic plan related to budget and resources for the development and sustainability of its IB programmes.
- Student support (0202)
  - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
    - The school's facilities are extensive, safe, functional, very well-maintained and developed. The school provides a range of virtual resources such as ManageBac, Atlas, Schoology and PowerSchool to support the development of and access to curriculum documentation and the sharing of student information amongst faculty members, the students and parents.
  - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
    - Decisions about resource allocation are informed by students' needs either on entry to the school or during the student's time at the school. Students appreciate

the school's open door approach to accessing and receiving support from a variety of staff within the school. The school has invested in an extensive network of learning diversity support staff and well structured procedures to ensure that the needs of all learners are met and monitored over time.

## Culture: Creating positive school cultures

- Culture through policy implementation (0301)
  - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
    - School policies are published and communicated to all members of the school community through the parent and teacher handbooks, the school website, Schoology and emails. Regular updates of policies are also provided to all community members. The school has a structured process in place for updating all policies and subsequent procedures.

## Learning: Ensuring effective education

- Designing a coherent curriculum (0401)
  - **Coherent curriculum 2:** Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)
    - The school has established a collaborative planning protocol to facilitate knowledge sharing and reflection during school and programme specific meetings. Professional learning experiences are used to support the development of teacher knowledge of the programmes.
- Students as lifelong learners (0402)
  - **Lifelong learners 2:** Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)
    - The learner profile attributes are authentically integrated into the daily life of the students. Classroom learning reinforces student engagement with these attributes and encourages application in the home setting.
  - **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)

- All members of the school community understand and model healthy relationships, their shared responsibility to one another, and the need to collaborate effectively. Alumni play a valuable role in the school, as staff, parents and guest speakers as a result of their IKNS community experiences whilst attending the school. Some members of the Board of directors are former IKNS students with a deep and enduring passion for serving the school.



## **C. Requirements**

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

## D. Development of IB Standards

<b>Purpose:</b> Sharing an important mission	<b>School Self-Assessment</b>	<b>IB Evaluation Team</b>	<b>Comments on School Development of IB Standards</b>
<p><b>Purpose (0101)</b> Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	

<b>Environments:</b> Providing essential structures, systems and resources	<b>School Self-Assessment</b>	<b>IB Evaluation Team</b>	<b>Comments on School Development of IB Standards</b>
<p><b>Leadership and governance (0201)</b> The leadership and governance of IB World Schools create and sustain high-quality learning environments.</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	
<p><b>Student support (0202)</b> Learning environments in IB World Schools support student success.</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	
<p><b>Teacher support (0203)</b> Learning environments in IB World Schools support and empower teachers.</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	

<b>Culture:</b> Creating positive school cultures	<b>School Self-Assessment</b>	<b>IB Evaluation Team</b>	<b>Comments on School Development of IB Standards</b>
<p><b>Culture through policy implementation (0301)</b> Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	

<b>Learning:</b> Ensuring effective education	<b>School Self-Assessment</b>	<b>IB Evaluation Team</b>	<b>Comments on School Development of IB Standards</b>
<p><b>Designing a coherent curriculum (0401)</b> Learning in IB World Schools is based on a coherent curriculum.</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	
<p><b>Students as lifelong learners (0402)</b> Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	
<p><b>Approaches to teaching (0403)</b> IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	<p><b>DP:</b> Offers opportunity for further development</p> <p><b>PYP:</b> Offers opportunity for further development</p>	<p><b>DP:</b> The school uses an inquiry based approach as well as a focus on the development of conceptual understanding in learning and teaching experiences.</p> <p><b>PYP:</b> The school develops a</p>

			consistent understanding and implementation of inquiry based learning and teaching experiences.
<p><b>Approaches to assessment (0404)</b> Learning, teaching, and assessment effectively inform and influence one another.</p>	<p><b>DP:</b> Shows development beyond requirements</p> <p><b>PYP:</b> Shows development beyond requirements</p>	<p><b>DP:</b> Offers opportunity for further development</p> <p><b>PYP:</b> Offers opportunity for further development</p>	<p><b>DP:</b> The school applies a variety of strategies and tools for assessment purposes that focus on a holistic approach to education that goes beyond academic results.</p> <p><b>PYP:</b> The school embraces both academic and educational excellence across the programme that includes various strategies and tools that focus on a holistic approach to education that goes beyond academic results.</p>

## **E. Feedback on the planning and analysis and reflection of programme development**

### **Programme development strengths**

#### **Planning**

- The PYP plan focuses on enhancement of learner agency and the DP plan on improving assessment practices. The areas of focus aligned with the school's strategic plan for whole school improvement.
- Each plan has a clear focus on positively affecting the student experience and bringing about a positive impact.
- The focus of programme development was decided and developed collaboratively through surveys of all staff involved in each programme. The rationale in each plan outlined clearly the reasons for the chosen focus areas.
- The school identified appropriate IB practices that supported the achievement of their goals. Both areas of focus were initiated in order to positively affect the student learning experience.

#### **Evidencing and analysing**

- The school showed a high level of commitment in implementing their programme development plans.
- The school demonstrated that the process resulted in a positive improvement in the student experience, for example, in data collected from student work and analysis of student reflections and oral feedback.

#### **Reflection**

- The school gained useful insights and perspectives from the data and evidence collected and the process of using programme development plans. In particular, it strengthened the use of close collaboration and reflective discussions.

### **Areas for consideration**

As the school engages in further efforts to develop the programme, it may wish to consider:

#### **Planning**

- more clearly articulating the rationale for a development plan to all community members.
- considering plans that focus on both whole school as well as single programme development initiatives.
- focusing on gathering early feedback on an area of focus and its alignment to the goal of the plan so as to revise and modify it for greater impact.
- including a wider range of community members in the planning process.

### **Evidencing and analysing**

- including a wider range of community members in the analysis of the data or evidence and that includes students and parents where appropriate.
- using interim milestones to assess and adapt efforts and allow for change and adaptation to take place.

### **Reflection**

- ensuring that all relevant community members have the opportunity to share input into the reflection process, ensuring that all voices in the community are represented.
- including measurable indicators with milestones and people responsible for the different aspects of the plan from a variety of community members. Planning for timely and concise feedback to the community relating to how the plan is impacting student learning and growth over time.
- exploring further lessons learned or changes that could be made as a result of their programme development efforts, and how these may have further impact and benefit on the student learning experience.

## **F. Opportunities for future or further programme development**

### **The school identified the following areas as priorities for programme development**

#### **Priorities:**

- ATL skills
- enhancement of learning and teaching focusing on the development of conceptual understanding
- student agency
- classroom management and the development of social skills to support this
- wellbeing of students and teachers

### **The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development**

Future or further development:

Purpose / Purpose (0101) / Purpose 1:

- The school considers an approach to education that embraces both academic and educational excellence across its IB programmes and that includes strategies that focus on a holistic approach to education that goes beyond academic results.

Environments / Leadership and governance (0201) / Leadership 2:

- The school considers reviewing and revising the role and responsibilities of the programme coordinators. The coordinators are recognized as the pedagogical drivers of programme development and implementation and have responsibility to monitor the impact of programme development initiatives on learning and teaching.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 1:

- The school considers articulating the curriculum across its programmes to ensure effective transitions between programmes for students, the vertical and horizontal articulation of its curriculum thus providing students with a cohesive and holistic IB education.

Learning / Approaches to teaching (0403) / Approaches to teaching 1:

- The school considers targeted professional development, that supports the growth of teacher understanding of students as independent thinkers and inquirers through concrete and intentional

actions. Examples of this include the use of open inquiry, as well as student led inquiry.

Learning / Approaches to teaching (0403) / Approaches to teaching 2:

- The school considers providing a sustainable and consistent approach to supporting teachers in building conceptual understanding into learning and teaching experiences across all subject areas, including students' interests as well as their multiple perspectives.

Learning / Approaches to assessment (0404) / Approaches to assessment 2:

- The school considers using a variety of assessment tools that are relevant to the philosophy of the curriculum, learning outcomes and objectives and that provide clear, coherent feedback that supports continuous student development and growth.



## **G. Conclusions of the Evaluation team**

During the period under review, in the Primary Years Programme the school focused on learner agency leading to the development of a stronger sense of ownership for students, and in the Diploma Programme empowering teachers to enhance assessment by providing students with meaningful feedback that is fair and transparent.

Technology supports student learning and enhances school resources, gaining increased relevance during the challenge of the pandemic. The school has a new facility that supports an increase in student numbers and provides creative learning spaces. The school actively promoted professional development and the sharing of new learning within the faculty through using professional learning communities both within and across its programmes.

Moving forward into a new period of further growth and development, the school intends to continue with initiatives highlighted during the self-study and resulting from reflection on its programme development plans.

Ibn Khuldoon National School community shows a long standing tradition of its commitment to the IB and is aware of the collaborative and reflective processes needed to support further growth and development over the coming years.

## **H. Conclusion of the IB on the school status as an IB World School**

### **Diploma Programme**

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

### **Primary Years Programme**

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Terri Walker ([terri.walker@ibo.org](mailto:terri.walker@ibo.org)), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,



Adrian Kearney  
Director, IB World Schools