



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Private Schools & Kindergartens Reviews Special Review Report

**Ibn Khuldoon National School
Isa Town – Southern Governorate
Kingdom of Bahrain**

Date of Review: 13 March 2017

SP036-C2-R034

Introduction

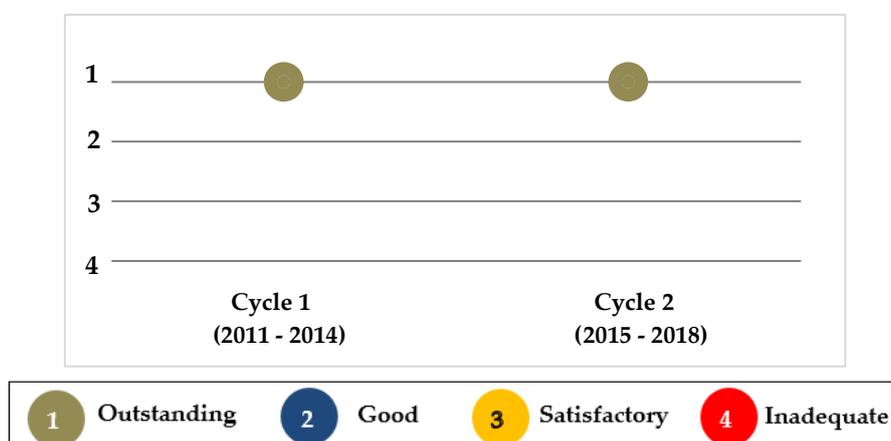
The Directorate of Private Schools & Kindergartens Reviews (DPS), which is a part of the Education & Training Quality Authority (BQA), in accordance with the review procedures of schools with 'outstanding' performance in the last review cycle conducted this special review over one day by a team of ten reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed school's performance data and other documents. They met with staff members, students and parents. This Report summarises their findings and recommendations.

Summary of review judgements

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	1	1	1	1
	Students' personal development	1	1	1	1
Quality of processes	Teaching and learning	1	1	1	1
	Students' support and guidance	1	1	1	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	1	1	1
Capacity to improve		1			
The school's overall effectiveness		1			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



School Report

Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

School's overall effectiveness 'Outstanding'

Justifications for sustaining "Outstanding" Judgement

- The school conducts rigorous self-evaluation that involves all stakeholders. Strategic and action planning is based on analysis of student results, the previous BQA review report and identified improvement priorities. The seven-year strategic plan is detailed and contains clear success criteria that are focused on fulfilling the school's vision and mission. The improved students' results and performance are monitored rigorously using Power School software.
- Staff are motivated and enthusiastic, and the vast majority are very satisfied with the openness of the school's leaders and the opportunities they have to share information and to participate in decision-making. They have clear job descriptions and are well managed. Leaders ensure that teachers work to the school's teaching framework and follow the prescribed curriculum standards. To meet students' needs, the school has appointed social counsellors and Measurement of Academic Progress (MAP) coordinators who play a key role in school life.
- Staff performance is monitored through Atlas software and regular lesson observation. Following the Charlotte Danielson appraisal system, feedback to teachers is detailed and results in sustainable improvements in teaching

practice. Professional development programmes focus on a variety of identified areas for development, such as differentiation and critical thinking. The school arranges regular in-service training days and benefits from the services of a foreign consultancy.

- The school provides an extended Wi-Fi service in all classrooms (K to 12), which aims at facilitating an effective use of e-learning in classrooms where almost all the lessons observed utilised Information and Communication Technology (ICT) in delivering meaningful lessons.
- Students have achieved consistently high pass rates in core subjects in internal and external examinations in the last three academic years 2013-2014, 2014-2015 and 2015-2016.
- In the 2015-2016 internal examinations, pass rates were very high, ranging from 94% in Grade 8 mathematics to 100% in most subjects. Students achieved very high proficiency rates across all grades and in all core subjects. Rates ranged between 52% in Grade 9 mathematics to 100% in Grade 1 science.
- In 2016, Grade 12 students performed well in the International Baccalaureate Diploma Programme (IBDP) examinations. High percentages of students scored a mark of 5 and above in all subjects except for Arabic A Lit HL, where no students among the five candidates attained a score of 5 or above. Students' performance was above the IB world average in most subjects.
- In Scholastic Assessment Tests (SATs), student performance in 2016 in both evidence-based reading and writing and in mathematics was high. More than 70% of the participating students achieved standards at or above benchmarks.

- Measures of Academic Progress (MAP) data for 2016 shows that students' attainment was close to world averages in English, mathematics and science and that they progressed very well through grade levels.
- In 2016, the school's Trends in International Mathematics and Science Study (TIMSS) score was above 500 in both mathematics and science for Grades 4 and 8.
- In lessons and in academic work, students' standards exceed their age-related expectations in all core subjects except Arabic in the Middle School, where standards are just met.
- Students demonstrate outstanding progress in knowledge and understanding in the Primary, Middle and High Schools, whilst their progress in Arabic lessons in the High School is only good.
- Students' analytical thinking, scientific inquiry skills, problem-solving abilities and English language skills are highly developed across the school. Their language skills have developed to an outstanding level in Arabic, except in the Middle school where they are at a good level.
- Students participate in school life with confidence. They engage fully in class activities. Learning environments are student-centred and independent learning skills, including investigation and research, are nurtured. Students also participate enthusiastically in clubs, after-school activities, sports activities and local and overseas field trips.
- Almost all students show an outstanding ability to assume responsibility and to take on leadership roles. They are enthusiastic participants in activities such as the Student Congress, Model United

Nations (MUN) and the Debating Club. In the academic year 2015-2016, they achieved first place in "INJAZ" as the best secondary school company in Bahrain.

- Students behave extremely well and show significant respect for the views, feeling and beliefs of others. The school is a warm and harmonious community where positive attitudes to learning prevail. In all lessons, students are well focused and eager to learn. At the root of their approach to study is the recognition that self-discipline is fundamental to success.
- The sense of security and trust which permeates the school is reflected in an atmosphere of calm and order and in the fact that students feel safe and respected by their peers and the staff.
- Students demonstrate a deep commitment to values of citizenship and a keen understanding of Bahraini culture and Islamic values. This is generated through the celebration of national events, participation in the annual Quran recitation competitions and an Omra trip to Mecca. They show a strong appreciation of environmental factors, participating in the UNESCO programme 'My Environment, My Responsibility', taking part in clean-ups at Salmabad beach and actively recycling rubbish.
- Across the whole school, teachers use a variety of strategies that match students' different learning needs and help them to acquire the knowledge, skills and the depth of learning required to excel. These include role play, collaborative learning, learning through play in the younger years in using the 'Mathletics' application, experiential learning, group work, team work, problem solving and field work.
- Teachers use a wide variety of appealing resources in almost all lessons, including

interactive white boards and 'Google Classrooms'.

- Transition between different activities in lessons is well managed, and pace is good so that challenging lesson objectives are almost always met. Only in a few Arabic lessons did the tendency to prolixity on the part of the teacher impact adversely on student engagement and productivity.
- Successful ongoing assessments with constructive feedback, including peer assessment and self-assessment, are used exceptionally well to modify teaching. Feedback sessions require students to think critically and to justify their views. However, in a few lessons greater support is needed for the lower achievers and the very few and mild SEN students.
- In almost all lessons, teachers provide positive reinforcement and encouragement, such as 'Class Dojo', and this heightens students' levels of motivation. Differentiation is a feature of lessons and homework tasks.
- The rich curriculum offered, including enrichment activities, provides students of all ages with excellent life skills. These skills are demonstrated in the students' maturity of approach in lessons as they progress through the school, and in everyday school life.
- Students exhibit strong interpersonal communication skills, high levels of empathy, self-awareness and a readiness to think critically and creatively. They demonstrate a vitality and sense of engagement which distinguishes the school and contributes to excellent learning outcomes. However, a further increase in activities for talented students in the Middle and High Schools is desirable.
- The school is committed to broadening students' interests and experiences and

provides an outstanding diversity of activities for all age groups. In addition to sports and the arts, clubs cover a variety of more unusual areas such as engineering and design and anthropology. There are also extracurricular activities that place an emphasis on doing good, such as the 'Helping Hands', 'Go Green', and 'We Act' clubs.

- The school provides comprehensive guidance, and does outstanding work in supporting students both psychologically and socially. Counsellors are active in promoting students' wellbeing and sense of purpose as well as dealing with personal problems as and when they arise. During the year, they set themed periods, such as 'Honesty Week', in order to raise students' awareness of moral concepts.
- The school inculcates a strong sense of loyalty; students communicate very positively with administrative and teaching staff in an atmosphere of openness and trust. They have multiple opportunities to contribute to school life by initiating events, such as a recent 'Acts of Kindness' day.
- Problem-solving and decision-making are encouraged in the school, as is the development of a growth mind-set. Students are expected to think for themselves and to be risk-takers. This is well exemplified in the charity set up by two IB students to help Syrian and Palestinian refugee women and

impoverished Jordanians. Running sewing courses for over 500 refugee women on the Syrian border, they made an outstanding charitable contribution entirely on their own initiative.

- The school uses its budget efficiently to enrich students' learning, for example by increasing the variety of books in the school library, developing the media-centres and purchasing software and interactive boards. Facilities such as the science laboratories have been enhanced to improve the opportunities available to students to develop their experimental skills. The school has established highly effective links with the local community and has a very active Parent, Teacher and Student Association (PTSA). The 'Samar Al Ansari Awards for Excellence' suggested by parents are an example of the strong bonds the school enjoys with them.
- The Board of Trustees and Board of Directors play a vital role in the school, especially through contributions to strategic planning and direction and to facilities development such as the upcoming construction of a new Primary School building. The Boards are also overseeing a major change in curriculum provision, with the future adoption of the IB Primary Years Programme (PYP) and the IB Middle Years Programme (MYP). Regular meetings are convened with the school President, holding him to account for the school's performance.

Main Strengths

- Staff relationships that generate enthusiasm for continuous professional development.
- The excellent quality of students' analytical ability and their mathematical, scientific and English skills.

- Students' confident participation in school life, and their outstanding ability to assume responsibility and to take on leadership roles.
- The highly effective use of a variety of teaching strategies and electronic resources to enhance students' critical thinking and problem solving abilities.
- The outstanding diversity of year-round enrichment activities that provide students of all ages with excellent life skills.
- The rigorous self-evaluation processes and identification of improvement priorities reflected in the school's strategic and action planning, and the clear success criteria that are focused on fulfilling the school's vision and mission.

The most Outstanding/Pioneer Projects

- Participation in the UNESCO Programme '*My Environment, My Responsibility*', which is aimed at increasing students' awareness of the local environment and their involvement in preserving and respecting their natural heritage, including around the school campus.
- The extended Wi-Fi service provided in all classrooms (K to 12), which aims at facilitating the effective use of e-learning in classrooms. Almost all the lessons observed during the review had some element of e-learning.
- The 'Mathletics' application has been offered to students in Grades KG2 up to Grade 8. This is designed to improve students' mathematical skills through enjoyable activities and to increase their autonomy in the core arithmetical areas.
- MAP examinations have been introduced for all students in Grades 3 to 9, being held twice a year in the three major subjects. The aim is to track students' progress and to identify student needs.

Recommendations

- Disseminate the school's outstanding practices to other schools in Bahrain.
- Further improve activities for talented students in the Middle and High Schools.
- Further develop the support provided for special needs students so help them improve their progress.

Appendix: Characteristics of the school

Name of the school (Arabic)	مدرسة ابن خلدون الوطنية												
Name of the school (English)	Ibn Khuldoon National School												
Year of establishment	1983												
Address	Building 161, Road 4111, Block 841												
Town /Village / Governorate	Isa Town / Southern												
School's Contacts	17780661				Fax		17689028						
School's e-mail	info@ikns.edu.bh												
School's website	www.ikns.edu.bh												
Age range of students	6-18 Years												
Grades (e.g. 1 to 12)	Primary				Middle				High				
	1 - 5				6 - 8				9 - 12				
Number of students	Boys	718			Girls	592			Total	1,310			
Students' social background	Most students are from middle to upper socio-economic backgrounds												
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12
	Classes	6	5	5	5	5	5	5	5	6	6	6	6
Number of administrative staff	27												
Number of teaching staff	167												
Curriculum	American, International Baccalaureate Diploma Programme (IBDP)												
Main language(s) of instruction	Arabic / English												
Principal's tenure in the school	8 Years												
External assessment and examinations	International Baccalaureate (IB), Measurement of Academic Progress (MAP), Scholastic Assessment Tests (SAT)												
Accreditation (if applicable)	Middle States Association (MSA)												
Major recent changes in the school	<ul style="list-style-type: none"> • Re-accreditation completed in March 2016. • Opening of the sports complex. 												

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| | <ul style="list-style-type: none">• Wi-Fi service provided in all classrooms (K to 12).• ‘Mathletics’ is provided to students in Grades KG2 up to Grade 8.• MAP examinations have been introduced to all students in Grades 3 to 9, twice every year in the three major subjects. |
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