

Education & Training Quality Authority

Self-Evaluation Form (SEF) & Pre-Review Brief (PRB)

For Use in the Reviews of Schools in the Kingdom of Bahrain

School: Ibn Khuldoon National School	
Date of Filling the SEF	Jul 4, 2024

* For the use of the BQA only	
Date of filling the PRB	
Date of Review	
Lead Reviewer	

Introduction

This Self-Evaluation Form (SEF) is designed to:

- provide a format to help the school to capture and record the outcomes of its self-evaluation
- provide the review team with a summary of the school's evaluation of its work
- provide the points of focus for the review and review plan.

The Self-Evaluation Form (SEF) and the Pre-Review Brief (PRB) consists of two parts:

Part A: includes factual information about the school, students and staff, which should be as up-to-date as possible.

Part B: is laid out in two sections:

Section 1: this corresponds with the sections of the Review Framework. You are required to make judgements on a four-point scale. The scale is:

1: Outstanding, 2: Good, 3: Satisfactory, 4: Inadequate.

Section 2: for the use of the Education and Training Quality Authority (BQA) only, and includes analysis, hypotheses and review issues prepared by the lead reviewer based on the information in the school's SEF.

The 'Schools Review Handbook' includes an interpretation of these grade descriptions. It also includes guidance on the matters to consider when making judgements and how to pitch judgements on the four-point scale.

Self-evaluation and the SEF are very important in the school review. In the SEF, you should be objective and accurate in your evaluation of the school, and you should support your conclusions with references to the main evidence available. The completed SEF should set out what you see as the strengths of the school and what needs to be improved.

How well a school knows itself, recognises what needs to be done and uses its self-evaluation to improve its performance are all important factors in the reviewers' judgements about leadership, management and governance. More information that helps the school in its self-evaluation is included in the 'Review Handbook'.

When completing the self-evaluation form, it is not necessary to include in full all the evidence that the school has to support the judgements: it should summarise the most important evidence which helps assess the strengths and areas of improvement in school and make them available for the review team.

Part A: Information about the school, students and staff

The purpose of this part of the SEF is to bring together the key information that the team needs to plan for the review successfully. The information is needed to understand the school's aims and ambitions, the curriculum it offers, and any special factors that may strongly influence its work.

Basic information about the school

Name of the school (Arabic)	مدرسة ابن خلدون الوطنية			
Name of the school (English)	Ibn Khuldoon National School			
Year of establishment	1983			
School's operating licence (for private schools)	Number	Issue Date	Expiry Date	
	96/559	April 24	April 27	
Owner's name as in the licence	Board of Trustees of Ibn Khuldoon National School			
Owner's telephone / E-mail	17780661	a.zanoun@ikns.edu.bh		
Address	Road 4111			
City/ Town / Governorate	Isa Town			
School's telephone	17780661		Fax	NA
School's e-mail	a.zanoun@ikns.edu.bh			
School's website	www.ikns.edu.bh			
Principal's name	Dr. Kamal Abdel-Nour			
Contact No. / e-mail	17780661	k.abdelnour@ikns.edu.bh		
Principal's tenure	16 years			
Secondary School Principal name	Roula Barghout	Contact No.	17780661	
Middle School Principal's name	Sari Manna	Contact No.	17780661	
Elementary School Principal name	Afrah Jassim	Contact No.	17780661	
IKNS Curriculum Coordinator name	Ayman Zanoun	Contact No.	17780661	
Age range of students	4 -18 (KGI to Grade 12)			

Grades (e.g. 1 to 12) (No KG)		Primary			Middle			High					
		1 to 5			6 to 8			9 to 12					
Number of Students		Boys		803		Girls		757		Total		1560	
Classes per grade in Primary and Intermediate Stages	Grade	1	2	3	4	5	6	7	8				
	Classes	6	6	7	6	6	6	6	5				
		Number of students	138	143	153	134	124	130	126	117			
Classes per grade in the Secondary Stage	Level Grade	No. of classes	Number of students		Classes distribution on streams								
	First (G9)	7	138		IB Middle Years Program (MYP)								
	Second (G10)	6	125		IB Middle Years Program (MYP)								
	Third (G11)	6	109		40 IB Diploma / 69 High School Diploma								
	Fourth (G12)	6	123		43 IB Diploma / 80 High School Diploma								
Number of administrative and teaching staff		Administrative		40		Technicians		38		Teachers		189	
Number of new teachers in the current academic year		Arabic		3		English		5		Mathematics		-	
		Science		1		Commerce subjects		-		Specialised subjects		1	
Shortfall in administrative and teaching staff		Number						Position					
		-						-					
Curriculum		<ol style="list-style-type: none"> IB Primary Years Program (IBPYP) (KG1 - 5) IB Middle Years Program (IBMYP) (6 - 10) IB Diploma Program (IBDP) (11 - 12) American High School Diploma (11 - 12) 											
Main language(s) of instruction		Arabic / English											
External assessment and examinations		: IBDP, IB MYP E-Assessment, MAP, and RBT By Invitation: TIMSS, PIRLS,											
Accreditation (if applicable)		Middle States Association of Colleges and Schools (MSA)											

Major changes in the last three years in the school or its context and specify date of changes (senior and middle management, buildings, educational stages, number of classes and sections, students' numbers, etc),

Changes	Date
<u>Construction Projects & Buildings</u>	
1. Completed the construction of the new Kindergarten and Elementary School campus that replaced the old campus	2021
2. constructed a private service road joining road 4111 (Gates 5 & 6) and 16 December Highway (Gate 9) to ease the flow of traffic during drop off and dismissal times. The service road also provided over 60 car parking spaces for employees and parents.	2021
3. Refurbished and redesigned the old elementary building as a centre for grade 12 students. The newly refurbished building has 7 classrooms, a college counselling centre, a Faculty Room and a grade 12 students Common Room	2022
<u>Educational Programmes:</u>	
1. IKNS was authorised by the IB to offer the IB Primary Years Programme (PYP) for students in KG1 to Grade 5	2020
2. IKNS was authorised by the IB to offer the IB Middle Years Programme (MYP) for students in Grades 6 to 10	2022
<u>Accreditation and Review Cycles</u>	
1. IKNS renewed its accreditation with Middle States Association of Colleges and Schools (MSA) for another 7-year cycle, 2023 - 2030. The accreditation protocol followed was "Sustaining Excellence"	2023

2. IKNS successfully completed the five-year multi-programme evaluation for IB PYP and IBDP	2024
<u>Services & Leisure</u>	
1. Construed a school uniform shop in the newly refurbished old Elementary campus to make it easier for parents and students to buy the school uniform.	2022
2. The school also moved the bookstore next to the uniform shop in the newly refurbished old Elementary campus to make it easier for parents and students to buy the books and uniform from the same location	2022
3. Constructed a refreshment hub that has 3 foods and beverages outlets to provide services for the faculty, staff, students and parent	2024
<u>Mobility and Accessibility</u>	
1. Constructed a new lift in the Secondary School building	2023
2. Constructed a pedestrian bridge that links the Middle school building with the Art Building	2023
3. Covered the pedestrian bridge that joins the Secondary School and the Middle School and installed air-conditioning units inside the covered bridge	2023
<u>IT Integration</u>	
1. Updated the whole school wireless network to industry-standard Cisco Meraki Wireless Network	2022
<u>Safety & Protection</u>	
1. Covered the space between the Math building and the GYM in order to create a shaded sitting area for the students to enjoy during break time.	2021

2. Constructed a shade on the perimeter wall of the Middle School (facing 16 December Highway) for the parents and guardian to stand while waiting for the students to be dismissed	2021
3. Covered the Elementary School outdoor mini-soccer field	2022
4. covered two sections in the Elementary School green field to provide a safe outdoor play area during the hot season.	2023
<u>Sustainability Related</u>	
1. Replacement of light fittings in different sections of the school with LED	2022
2. Installation of PV Solar panels on the roof of the Secondary School Building. Currently, both the Elementary School and Secondary School buildings have PV panels on their roofs, as well as a section of the faculty car park. The plan to utilise all roofs and car parking spaces to install PV panes.	2023

School's features, that aid or inhibit the school's performance and specify the relevant aspects

- For example, staffing difficulties, changes in leadership, or shortage in resources.

Positive features	Aspect
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1. Consistent student achievement on internal and external examinations
2. 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 Program examinations indicate that their progress and achievement are comparable to the results of their global cohorts.
3. IKNS students consistently obtain excellent university acceptance from around the world.

Students' Academic Achievement

<p>1. IKNS has a rich and diverse extracurricular program 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 core values of IKNS.</p> <p>2. The school Alumni are recognized as high quality graduates and many assume leading positions in the community.</p>	<p>Students' Personal Development and Well-being</p>
<p>1. IKNS offers three IB programs that include a special focus on bilingual language development in both English and Arabic. By offering the three IB programs, 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.</p>	<p>Teaching and learning and assessment</p>

<ol style="list-style-type: none"> 1. The school provides affordable education in comparison to other schools in Bahrain that offer similar educational programs. 2. Open communication channels that continually aim to build trust and engage all stakeholders who are invested in the vision of IKNS. 3. The school resources are efficiently managed. The school's indoor and outdoor facilities are excellent, with strong school-wide IT infrastructure. 4. The process of making decisions throughout the school is directed towards serving the best interests of students and their families. 5. Stable and supportive Board of Trustees and Board of Directors that formulates a clearly defined strategic plan that guides the leadership decisions. 	<p style="text-align: center;">Leadership, management and governance</p>
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<p>Constraints</p>	<p>Aspect</p>
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<p>1. Recruiting and retaining IB-ready teachers is a significant challenge. Due to the rise of the number of international schools in Bahrain and worldwide, the local and international teachers' market is becoming much more competitive than before. To keep good teachers and attract experienced qualified teachers, the salary package must be competitive locally and worldwide. IKNS has adjusted its salary scale over the past years several times (as much as the total income and expenditures allow), yet, it continues to be a challenge to compete with schools in Bahrain and internationally over the recruitment of teachers.</p> <p>2. The constant updates of existing technologies and the introduction of new ones put a strain on the school budget. IKNS strives to stay up to date with newer educational technologies. This includes the need to continue to provide newer versions of interactive panels inside the classrooms, classroom computers (Mac Minis), teachers' laptops, wi-fi access, educational software and hardware, etc.</p> <p>3. The surge of new schools in Bahrain that promote their facilities as one of their main marketing techniques, puts increasing demands on IKNS to continue to upgrade its buildings and facilities.</p> <p>4. The three IB programs that IKNS offers demand constant training for teachers. IKNS continues to seek professional development opportunities for teachers which puts strains on the school's budget.</p>	<p>Leadership, management and governance</p>
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<p>1. Supporting the teaching and learning of Arabic as a means for fostering a sense of identity and belonging continues to be a challenge as Students tend to rely on English more.</p> <p>2. Identifying authentic student work has become harder with AI tools, and teachers need more PD to effectively use inquiry methods and manage AI dependency.</p> <p>3. To continue to incorporate and manage meaningful students' clubs and activities as part of an already busy educational program.</p>	<p>Teaching, Learning, and Assessment</p>
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Subjects / study streams offered (Private Schools)

Indicate what subjects / study streams are taught at the different grade levels. Please modify the table below according to school stages and curriculum on offer.

Primary Years Program Courses from KG to G5				
#	Subject	Grade Level	# of Periods per Week	# of Semesters
1	PYP Unit of Inquiry	KG1	10	2
2	PYP Math	KG1	4	2
3	PYP Visual Arts	KG1	2	2
4	PYP Performing Arts	KG1	2	2
5	PYP Physical Education	KG1	2	2
6	PYP English	KG1	10	2
7	PYP Unit of Inquiry	KG2	10	2
8	PYP Math	KG2	4	2
9	PYP Visual Arts	KG2	2	2
10	PYP Performing Arts	KG2	2	2

11	PYP Physical Education	KG2	2	2
12	PYP English	KG2	10	2
13	PYP Unit of Inquiry	G1	10	2
14	PYP Math	G1	5	2
15	PYP Visual Arts	G1	3	2
16	PYP Performing Arts	G1	3	2
17	PYP Physical Education	G1	2	2
18	PYP ICT	G1	1	2
19	National Studies	G1	1	2
20	Islamic Studies	G1	1	2
21	PYP English	G1	7	2
22	PYP Unit of Inquiry	G2	10	2
23	PYP Math	G2	5	2
24	PYP Visual Arts	G2	3	2
25	PYP Performing Arts	G2	3	2
26	PYP Physical Education	G2	2	2
27	PYP ICT	G2	1	2
28	National Studies	G2	1	2
29	Islamic Studies	G2	1	2
30	PYP English	G2	7	2
31	PYP Unit of Inquiry	G3	10	2
32	PYP Math	G3	5	2
33	PYP Visual Arts	G3	2	2
34	PYP Performing Arts	G3	2	2
35	PYP Physical Education	G3	2	2
36	PYP ICT	G3	1	2
37	National Studies	G3	2	2
38	Islamic Studies	G3	2	2
39	PYP Arabic	G3	6	2
40	PYP Unit of Inquiry	G4	10	2
41	PYP Math	G4	5	2
42	PYP Visual Arts	G4	2	2
43	PYP Performing Arts	G4	2	2

44	PYP Physical Education	G4	2	2
45	PYP ICT	G4	1	2
46	National Studies	G4	2	2
47	Islamic Studies	G4	2	2
48	PYP Arabic	G4	6	2
49	PYP Unit of Inquiry	G5	10	2
50	PYP Math	G5	5	2
51	PYP Visual Arts	G5	2	2
52	PYP Performing Arts	G5	2	2
53	PYP Physical Education	G5	2	2
54	PYP ICT	G5	1	2
55	National Studies	G5	2	2
56	Islamic Studies	G5	2	2
57	PYP Arabic	G5	6	2

2) Grades 6 - 10 (Middle and Secondary): The IB MYP

The MYP curriculum model comprises eight subject groups. These are:

- Language Acquisition
- Language and Literature
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical and Health education
- Design

The MYP curriculum model emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It is flexible and allows IKNS to accommodate the Ministry of Education requirements within it.

Middle Years Program Courses from G6 to 10

#	Subject	Course Name	Grade Level	# of Periods per Cycle	# of Semesters
1	Arabic	MYP Arabic Acquisition 6	G6	6	2
2	Arabic	MYP Arabic Literature 6	G6	6	2
3	English	MYP English Literature 6	G6	6	2
4	Mathematics	MYP Mathematics 6	G6	5	2
5	Science	MYP Science 6	G6	5	2
6	Social Studies	MYP Individuals and Societies 6	G6	3	2
7	Islamic studies	Islamic Studies 6	G6	2	2
8	National Studies	YP National Studies 6	G6	2	2
9	Visual Arts	MYP Visual Arts 6	G6	3	1
10	Design	MYP Design 6	G6	2	2
11	Drama	MYP Drama 6	G6	3	1
12	Physical Education	MYP Physical and Health Education 6	G6	2	2
13	Arabic	MYP Arabic Acquisition 7	G7	6	2
14	Arabic	MYP Arabic Literature 7	G7	6	2
15	English	MYP English Literature 7	G7	6	2
16	Mathematics	MYP Mathematics 7	G7	5	2
17	Science	MYP Science 7	G7	5	2
18	Social Studies	MYP Individuals and Societies 7	G7	3	2
19	Islamic studies	Islamic Studies 7	G7	2	2
20	National Studies	National Studies 7	G7	2	2
21	Visual Arts	MYP Visual Arts 7	G7	3	1
22	Design	MYP Design 7	G7	2	2
23	Drama	MYP Drama 7	G7	3	1

24	Physical Education	MYP Physical and Health Education 7	G7	2	2
25	Arabic	MYP Arabic Acquisition 8	G8	6	2
26	Arabic	MYP Arabic Literature 8	G8	6	2
27	English	MYP English Literature 8	G8	6	2
28	Mathematics	MYP Mathematics 8	G8	5	2
29	Science	MYP Science 8	G8	4	2
30	Social Studies	MYP Individuals and Societies 8	G8	4	2
31	Islamic studies	Islamic Studies 8	G8	2	2
32	National Studies	National Studies 8	G8	2	2
33	Visual Arts	MYP Visual Arts 8	G8	3	1
34	Design	MYP Design 8	G8	2	2
35	Drama	MYP Drama 8	G8	3	1
36	Physical Education	MYP Physical and Health Education 8	G8	2	2
37	Arabic	MYP Arabic Acquisition MYP 9	G9	5	2
38	Arabic	MYP Arabic Lang-Lit MYP 9	G9	5	2
39	English	MYP English Lang-Lit MYP 9	G9	5	2
40	Mathematics	MYP Mathematics 9	G9	5	2
41	Science	MYP Integrated Science 9	G9	7	2
42	Social Science	MYP Integrated Humanities 9	G9	5	2
43	Islamic Studies	Islamic Studies 9	G9	2	2
44	National Studies	National Studies 9	G9	2	2
45	Visual Arts	MYP Visual Arts 9	G9	3	2
46	Performing Arts	MYP Theatre 9	G9	3	2

47	Information Technology	MYP Design 9	G9	3	2
48	Physical Education	MYP Physical and Health Education 9	G9	3	2
49	Arabic	MYP Arabic Acquisition MYP 10	G10	5	2
50	Arabic	MYP Arabic Lang-Lit MYP 10	G10	5	2
51	English	MYP English Lang-Lit 10	G10	5	2
52	Mathematics	MYP Mathematics 10	G10	5	2
53	Science	MYP Physics (Extended) 10	G10	4	2
54	Science	MYP Physics 10	G10	4	1
55	Science	MYP Biology (Extended) 10	G10	4	1
56	Science	MYP Chemistry (Extended) 10	G10	4	2
57	Science	MYP Chemistry 10	G10	4	1
58	Science	MYP Integrated Science 10	G10	8	2
59	Social Science	MYP Integrated Humanities 10	G10	5	2
60	Islamic Studies	Islamic Studies 10	G10	2	2
61	National Studies	National Studies 10	G10	2	2
62	Visual Arts	MYP Visual Arts 10	G10	2	2
63	Performing Arts	MYP Theatre 10	G10	2	2
64	Information Technology	MYP Design 10	G10	2	2
65	Physical Education	MYP Physical and Health Education 10			
66	Ministry Requirement Physical Education	PE 10 Boys	G10 Boys	2	2

67	Ministry Requirement Physical Education	PE 10 Girls	G10 Girls	2	2
68	Ministry Requirement Physical Education	PE 9 Boys	G9 Boys	2	2
69	Ministry Requirement Physical Education	PE 9 Girls	G9 Girls	2	2

3) Grades 11 and 12 (Secondary): The American High School Diploma Program

IKNS students who select the American High School Diploma (AHSD) Program study six major courses in Grade 11 and six major courses in Grade 12. These courses must include Arabic, English and Mathematics. Courses offered as part of the AHSD program are one year courses. IKNS students in the AHSD program can also select one or more IBDP subjects to study.

High School Diploma Courses in G11 & G12					
#	Subject	Course Name	Grade Level	# of Periods per Cycle	# of Semesters
1	Arabic	HS Arabic Core 11	G11	5	2
2	Arabic	HS Arabic 11	G11	5	2
3	Islamic Studies	HS Islamic Studies 11	G11	2	2
4	Mathematics	Mathematical Applications 11	G11	5	2
5	National Studies	HS National Studies 11	G11	2	2
6	Social Studies	HS Marketing & Business Organization	G11	5	2
7	Social Studies	HS History	G11	5	2
8	Social Studies	HS Economics	G11	5	2
9	Science	HS Biology	G11	5	2

10	Science	HS Forensic Science Core	G11	5	2
11	Visual Arts	HS Pottery	G11	5	2
12	Arabic	HS Arabic 12	G12	5	2
13	Arabic	HS Arabic Core 12	G12	5	2
14	Islamic Studies	HS Islamic Studies 12	G12	1	2
15	Mathematics	HS Mathematical Applications 12	G12	5	2
16	National Studies	HS National Studies 12	G12	1	2
17	Social Studies	HS Accounting & Management 12	G12	5	2
18	Social Studies	HS Global Issues 12	G12	5	2
19	Social Studies	HS Psychology	G12	5	2
20	Visual Arts	HS Art Sculpture 12	G12	5	2
21	Art	HS Art 11/12	G11/12	5	2
22	Science	HS Chemistry 11/12	G11/12	5	2
23	Science	HS Physics 11/12	G11/12	5	2
24	Science	HS Environmental Science	G12	5	2
25	Science	HS Computer Science	G11/12	5	2
26	Ministry Requirement Physical Education	HS PE 11 Boys	G11 Boys	2	2
27	Ministry Requirement Physical Education	HS PE 11 Girls	G11 Girls	2	2
28	Ministry Requirement Physical Education	HS PE 12 Boys	G12 Boys	1	2
29	Ministry Requirement Physical Education	HS PE 12 Girls	G12 Girls	1	2

4) Grades 11 and 12 (Secondary): The IB DP

The IBDP offers students in grades 11 and 12 a rigorous and balanced education that opens the doors for admission to the top universities around the world. It is a two-year program, where students must complete six subjects ending with external examinations in addition to fulfilling three core requirements, the Extended Essay, Theory of Knowledge and CAS.

International Baccalaureate Diploma Program Courses in G11 & G12					
#	Subject	Course Name	Grade Level	# of Periods per Cycle	# of Semesters
1	Arabic	IBDP Arabic B HL 11	G11	5	2
2	Arabic	IBDP Arabic B SL 11	G11	5	2
3	Arabic	IBDP Arabic Lang-Lit HL 11	G11	5	2
4	Arabic	IBDP Arabic Lang-Lit SL 11	G11	5	2
5	English	IBDP English B HL 11	G11	5	2
6	English	IBDP English B SL 11	G11	5	2
7	English	IBDP English Lang-Lit HL 11	G11	5	2
8	English	IBDP English Lang-Lit SL 11	G11	5	2
9	Science	IBDP Computer Science HL 11	G11	5	2
10	Science	IBDP Computer Science SL 11	G11	5	2
11	Mathematics	IBDP Math Analysis & Approaches HL 11	G11	5	2
12	Mathematics	IBDP Math Analysis & Approaches SL 11	G11	5	2
13	Mathematics	IBDP Application and Interpretation HL 11	G11	5	2
14	Mathematics	IBDP Application and Interpretation SL 11	G11	5	2
15	Science	IBDP Biology HL 11	G11	5	2

16	Science	IBDP Biology SL 11	G11	5	2
17	Science	IBDP Chemistry HL 11	G11	5	2
18	Science	IBDP Chemistry SL 11	G11	5	2
19	Science	IBDP Physics HL 11	G11	5	2
20	Science	IBDP Physics SL 11	G11	5	2
21	Islamic Studies	IBDP Islamic Studies 11	G11	1	2
22	National Studies	IBDP National Studies 11	G11	1	1
23	Social Studies	IBDP Business Management HL 11	G11	5	2
24	Social Studies	IBDP Economics HL 11	G11	5	2
25	Social Studies	IBDP Economics SL 11	G11	5	2
26	Social Studies	IBDP History SL 11	G11	5	2
27	Social Studies	IBDP Psychology HL 11	G11	5	2
28	Social Studies	IBDP Psychology SL 11	G11	5	2
29	Visual Arts	IBDP Visual Arts HL 11	G11	5	2
30	Visual Arts	IBDP Visual Arts SL 11	G11	5	2
31	IB/DP Core Requirement	IBDP Extended Essay Writing	G11	1	1
32	IB/DP Core Requirement	IBDP Theory of Knowledge 11	G11	2	2
33	Arabic	IBDP Arabic B HL 12	G12	5	2
34	Arabic	IBDP Arabic B SL 12	G12	5	2
35	Arabic	IBDP Arabic Lang-Lit HL 12	G12	5	2
36	Arabic	IBDP Arabic Lang-Lit SL 12	G12	5	2
37	English	IBDP English B HL 12	G12	5	2
38	English	IBDP English B SL 12	G12	5	2
39	English	IBDP English Lang-Lit HL 12	G12	5	2
40	English	IBDP English Lang-Lit SL 12	G12	5	2
41	Science	IBDP Computer Science HL 12	G12	5	2

42	Science	IBDP Computer Science SL 12	G12	5	2
43	Mathematics	IBDP Math Analysis & Approaches HL 12	G12	5	2
44	Mathematics	IBDP Math Analysis & Approaches SL 12	G12	5	2
45	Mathematics	IBDP Application and Interpretation SL 12	G12	5	2
46	Science	IBDP Biology HL 12	G12	5	2
47	Science	IBDP Biology SL 12	G12	5	2
48	Science	IBDP Chemistry HL 12	G12	5	2
49	Science	IBDP Chemistry SL 12	G12	5	2
50	Science	IBDP Physics HL 12	G12	5	2
51	Science	IBDP Physics SL 12	G12	5	2
52	Islamic Studies	IBDP Islamic Studies 12	G12	1	2
53	National Studies	IBDP National Studies 12	G12	1	1
54	Social Studies	IBDP Business Management HL 12	G12	5	2
55	Social Studies	IBDP Economics HL 12	G12	5	2
56	Social Studies	IBDP Economics SL 12	G12	5	2
57	Social Studies	IBDP History SL 12	G12	5	2
58	Social Studies	IBDP Psychology HL 12	G12	5	2
59	Social Studies	IBDP Psychology SL 12	G12	5	2
60	Visual Arts	IBDP Visual Arts HL 12	G12	5	2
61	Visual Arts	IBDP Visual Arts SL 12	G12	5	2
62	IB/DP Core Requirement	IBDP Theory of Knowledge 12	G12	2	2

Students' different categories

Student with disability (Physical and Mental)

Type of disability or special case	# of students	Class Level	Type of support provided
Club hands	1	6	Physical Education accommodation.
Hand congenital anomaly	1	1	Physical Education Adaptations, Accommodations
Chronic muscular disease	1	5	Accommodations and Accessibility, dedicated health aide, electric wheelchair

Students with learning difficulty			
Type of difficulty	# of students	Class Level	Type of support provided
ADHD	5	G 2-5	IEP, Behavior intervention plan, Classroom accommodations
	12	G 6-8	
	17	G 9-12	
Dyslexia	16	G 2-5	IEP, structured literacy instruction, Assistive technology, classroom accommodation
	9	G 6-8	
	2	G 9-12	
General Learning Difficulties	2	G 3-4	IEP, structured targeted remedial instruction, assistive technology, classroom accommodation, Differentiated instruction
	7	G 6-8	
	15	G 9-12	
Dyscalculia	1	1	IEP, Multisensory instructional approaches, classroom accommodation
	2	G 6-9	-Use of a calculator or math software Simplified math problems and -step-by-step instructions -Graphic organizers and visual aids for math concepts

			-Extra time on math tests and assignments -Opportunities for hands-on, experiential math learning
Dysgraphia	1	G 9-12	IEP, Multisensory instructional approaches, classroom accommodation
Autism	2	1	IEP, classroom accommodation, shadow teacher

Gifted and talented students		
Type of gift & talent	# of students	Type of support provided
High intellectual ability	2	IEP, Acceleration & Enrichment, Extracurricular opportunities, Social-Emotional Support
Music	7	Performance opportunities, Enrichment and Extracurricular Activities
Fitness	7	Competitive Opportunities, Enrichment and Extracurricular Activities
Art	24	Exhibition and Showcase Opportunities, Enrichment and Extracurricular Activities,
Mind games	3	Competitive Opportunities, Enrichment and Extracurricular Activities

Chronic diseases		
Type of disease	# of Students	Type of support provided
Asthma	68	Monitoring/supervising treatment. Communicating with parents and teachers.

Diabetes	8	Monitoring/supervising treatment. Communicating with parents and teachers.
Epilepsy	5	Monitoring/supervising treatment. Communicating with parents and teachers.
Sickle cell anemia	3	Monitoring/supervising treatment. Communicating with parents and teachers.
Alpha Thalassemia	4	Communicating with parents and teachers.Providing help when needed.
G6PD	92	Communicating with parents and teachers.Providing help when needed.
Eczema	15	Providing soothing cream when needed.
Psoriasis	1	Supervising treatment.
Hypothyroidism	1	Communicating with parents and teachers.Providing help when needed.
Celiac disease	1	Communicating with parents and teachers.Providing help when needed. Making sure the diet is gluten free.
Crohn's disease	1	Communicating with parents and teachers.Providing help when needed.

Number of students of different nationalities, excluding KG

Nationality	# of Students
Bahraini national students	1439
Arab Expatriates students	99
Students of Other nationalities (Australia 4, Canada 11, France 2, UK 1, US 4)	22
Total Number of students	1560

External examinations

Summarise briefly your students' performance in the most recent externally set examinations or tests.

1) The International Baccalaureate Diploma Programme

<u>IBDP Results for three three successive sessions, 2021 - 2023</u>			
IBDP Session	May 2021	May 2022	May 2023
No. of Diploma Candidates	39	48	34
No. of Candidates Who Passed the Diploma	39	46	32
IKNS Diploma Pass Rate (%)	100	96	94
World Diploma Pass Rate (%)	88.96	85.85	79.67
IKNS Average points obtained by Candidates who pass the Diploma	36	34	32
World Average points obtained by Candidates who pass the Diploma	33.02	31.98	30.04
Highest Diploma Points	45	45	39
IKNS Average grade obtained by candidates who pass the Diploma	5.7	5.3	5.14
World Average grade In the Diploma	5.19	4.96	4.83
No. of Registered Candidates	81	92	72
No. of Subject Entries	384	482	340

2) Measure of Academic progress (MAP) results Comparison

Reading	Bahrain (S) 21-22*	IKNS (S) 21-22	Bahrain (F) 22-22	IKNS (F) 22-23	Bahrain (F) 23-24	IKNS (F) 23-24
Grade 3	188.35	188.8	178.59	186.9	174.53	181.4
Grade 4	194.43	196.8	183.24	197.4	184.08	194.4
Grade 5	202.96	203.6	195.85	203.5	191.15	203.2
Grade 6	-	-	196.65	207.3	198	207.4
Grade 7	-	-	204.23	211.2	203.15	209.6
Grade 8	-	-	205.06	214.8	207.15	215.2

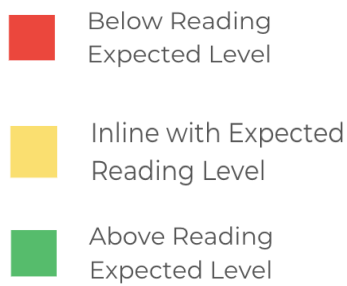
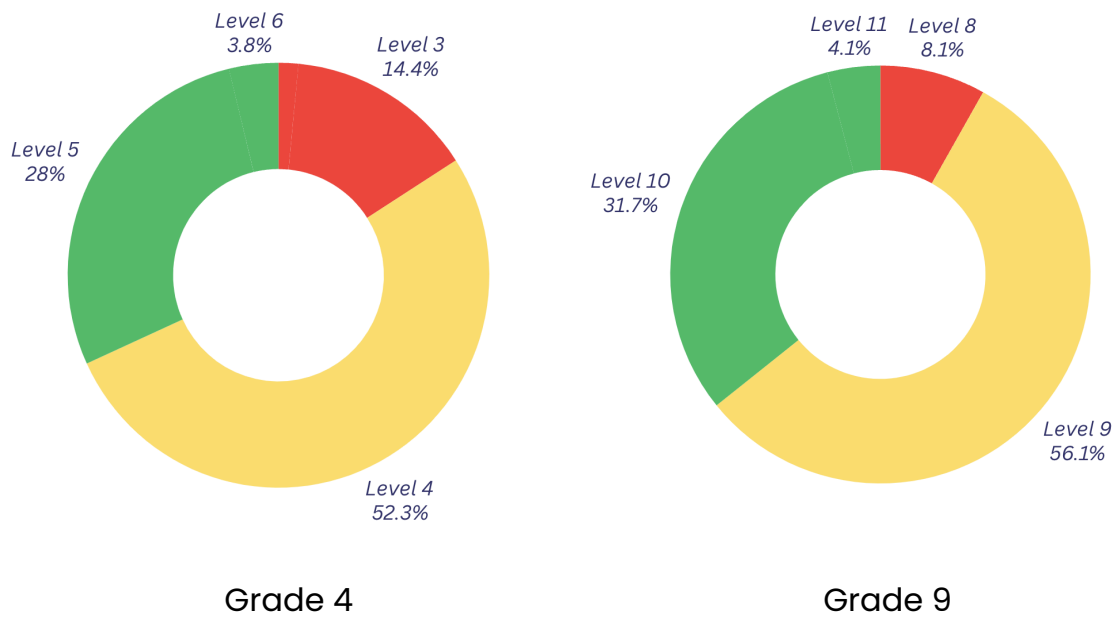
Math	Bahrain (S) 21-22*	IKNS (S) 21-22	Bahrain (F) 22-23	IKNS (F) 22-23	Bahrain (F) 23-24	IKNS (F) 23-24
Grade 3	193.66	196.4	180.35	189.5	179.46	182.5
Grade 4	198.05	199	187.87	198.5	190.23	197.9
Grade 5	207.11	209.4	198.64	204	199.79	206.9
Grade 6	-	-	202.25	218.4	204.83	215.5
Grade 7	-	-	208.83	222.7	213.16	222.4
Grade 8	-	-	214.55	230.5	217.28	229.2

Science	Bahrain (S) 21-22*	IKNS (S) 21-22	Bahrain (F) 22-23	IKNS (F) 22-23	Bahrain (F) 23-24	IKNS (F) 23-24
Grade 3	188.89	191.9	178.84	187	177.01	183.2
Grade 4	192.24	193.1	183.81	193.	183.73	193.2
Grade 5	198.12	199.3	191.44	198.3	192.46	198.7
Grade 6	-	-	195.68	205.3	198.71	202.7
Grade 7	-	-	200.39	210	202.89	208.6
Grade 8	-	-	203.4	214.2	209.12	212.8

*MAP Trial Run During Covid-19 (Spring 2021-2022)

S = Spring F= Fall

3) Arabic "Reading Benchmark Test" (RBT), Fall 2023-2024



The Staff

Number of teaching staff for the 2023-2024 school year

	Total
Number of teachers	160
Number of support teachers (if any)	29
Number of qualified teachers (university degree plus educational qualification)	159
Number of teachers new to teaching	2
Number of teachers recently transferred to school from other schools	9

Part B: School's self-evaluation and the Pre-Review Brief (PRB)

1- Students' Academic Achievement aspect

To help focus your evidence and judgements in this section, consider the criteria outlined and the instructions in the 'Schools Review Handbook'. Focus on students' performance in the core subjects: Arabic, English, mathematics, science and specialised courses in educational streams. Refer to the main evidence such as any performance records for the school and for groups of students. Consider how well students achieve in the different phases/ stages of education offered in the school.

School's judgement of Students' Academic Achievement	Outstanding
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The school evaluates the quality of the aspect criteria as follows:

1.1 Student's Academic standards	Outstanding
Positive features (with examples)	
<p>The school arrived at the judgement regarding aspect (1), Students' Academic Achievement, by assessing progress toward achieving the goals outlined in Domain 1 of the IKNS Strategic Plan 2023-2030. In particular, the school considered the following key performance indicators (KPIs):</p> <ol style="list-style-type: none"> 1. The students results in the Measure of Academic Progress (MAP) tests 2. The IBDP Students' results 3. The students' results in the Arabic Benchmark Test (RBT) 4. The IB MYP E-Assessment Results 5. The students' internal results <ol style="list-style-type: none"> 1. <u>Measure of Academic Progress (MAP) test Results</u> <ul style="list-style-type: none"> ● In the last three years, the vast majority of IKNS students had achieved very high pass and proficiency rates in the three sections of the school. The schools internal results are inline with results from external examinations as shown below. 	

- The mean average of IKNS students in MAP is higher than the mean average of schools in Bahrain. As the tables above show, which are drawn from NWEA data, IKNS students' achievement in English Reading, Mathematics, and General Science in Grades 3 to 8 is equal or higher than the mean average of these three subjects of schools in Bahrain.
- In grade 8, the point when the topics on the MAP are aligned with the IKNS curriculum, the mean averages of IKNS students are above or equal to the world average. For example, the IKNS students' average in mathematics in the Fall 22 was 230 and Fall 23 was 229, almost 5 RIT points above the 2020 Norms, published by the NWEA. In English Reading and General Science the IKNS averages were equal or insignificantly slightly below the world average.

2. The IB Diploma Programme (DP) Examinations

- The total IB Diploma points that IKNS students achieved is higher than the world average.
- In almost all IB subjects, IKNS students' average was higher than the world average.
- In the May 2022 IB examination session, 46 students completed the IBDP and 42 High school students sat for one or two IB subjects. Jumana Alrujaib, the Class Valedictorian, obtained the full IBDP score of 45 total points. 11% of the students obtained 40 total diploma points and above and 43% obtained 35 total diploma points and above. IKNS average was 34 points, out of 45 points (world average is 31.98 points); Average grade: 5.66 points (world average is 5.12).
- In the May 2023 IB examination session, IKNS average was 33 points, out of 45 points (world average is 30.24 points); average grade: 5.14 points (world average is 4.83); the IKNS Diploma Pass Rate is 94%. The world Pass Rate is 79.67%.

3. Arabic Reading Benchmark Test (RBT)

- In 2023, Grade 4 and Grade 9 students sat for the Reading Benchmark Test, which is a standardized Arabic assessment. The score of more than 80% of students in grade 4, and more than 90% in grade 9, were either inline or above expected reading levels.

4. IB Middle Years Programme (MYP) e-assessment

- After receiving the authorization of the IB MYP in 2022, IKNS decided to offer the optional MYP e-assessment which is offered after completing the MYP (end of Grade 10).

- The school offered students the option of participating in the MYP e-assessment and encouraged them to do so.
- Since the authorization, IKNS students sat for two MYP e-assessment sessions, May 2023 and May 2024. A small number of students chose to sit for the e-assessment in both sessions and many of them achieved excellent results in May 2023. The results for the May 2024 session will be released by the IB in August 2024.

5. Students' Internal Results

- According to available data, The vast majority of students had achieved very high pass and proficiency rates in the three sections of the school.

Areas for improvement (with examples)

- Supporting the teaching and learning of Arabic continues to be a challenge due to the limited age appropriate Arabic resources that address students' needs and intellectual demands. IKNS must continue to find ways to make the learning of Arabic a useful and enjoyable experience.
- The school will continue to find ways to promote the MYP e-assessment among the students and parents and encourage the students to sit for these assessments.

1.2 Students' Progress and Learning Skills

Outstanding

Positive features (with examples)

IKNS offers the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP), making it a continuum school. The International Baccalaureate (IB) Approaches to Learning (ATL) are central to our educational programs. These ATLs cover thinking skills, communication skills, social skills, self-management skills, and research skills. They are designed to be applied across the curriculum and provide a common language for teachers and students to use when reflecting on and building upon the learning process. ATLs are integrated into unit plans, allowing students to practise and develop these skills gradually.

Examples of ATL Integration:

The Elementary School, K-5, all units are linked to one or more of the 17 United Nations Sustainable Development Goals (SDG), and all students are expected to

take meaningful actions at the end of each unit. These actions could be individual or group actions.

As one of the requirements of the PYP, the School organises the Student-Led Conference. These conferences are organised yearly in all PYP grade levels, KG1 to Grade 5. During the conference, each student, in the presence of his/her teacher, leads his/her parents through a series of activities that represent essential elements of the PYP, demonstrating responsibility for his/her academic performance by providing a review of his/her work for his/her parents and teachers.

As a culminating PYP project, the Grade 5 students participate in the [PYP Exhibition](#), where they are given the opportunity to share their understanding of a real-life issue or topic they have covered. The exhibition is a great way to help the students reflect on their learning while developing skills of presentation and assessment. Through the Exhibition, the IKNS students of Grade 5 explore local and global environmental matters related to the United Nations' Sustainable Development goals. As part of their research, the students visit local sites related to the topic they are researching, conduct interviews with individuals and/or professionals who have expertise in that particular area to collect data and better understand the topic they are researching. They then share their understanding of the topic with the school community, including their parents, teachers and guests.

The Elementary School students develop communication and thinking skills by taking part in projects and campaigns. For example, Grade 5 students wrote a persuasive letter to the elementary administration about the importance of using recyclable and eco-friendly materials in the school cafeteria. The administration forwarded their plea to the providers, and they have switched to paper plates and are reducing plastic use in the cafeteria. Grade 1 students are planting on school campus when studying about the plant life cycle, Grade 2 students are using recyclable materials to make their own toy cars when studying about simple machines, and Grade 3 recreate the different body systems using play dough and other materials. Furthermore, the school introduced a STEAM subject once a week to all elementary grades. Students conduct experiments and explore concepts related to their Unit of Inquiry.

Similarly, there are ample opportunities to develop ATL skills inside and outside the classroom in the Middle and Secondary schools. All Grade 8 students participate in a school play. The Grade 8 play serves many purposes, including enhancing the students' communication and self-management skills.

Service as Action is a fundamental element of the IB Middle Years Programme. It seeks to develop caring members of the community who act to make a positive difference in the lives of others and their environment. Service as Action requires students to engage with their local community through community or personal projects and provides opportunities for students to explore, design, implement, and reflect on their efforts to positively impact their local environment. In Grades 6 to 8, Service as Action is embedded as part of the unit plans in the different subjects, where subject teachers follow up with the students in collaboration with the Heads of Departments. In Grade 9, Service as Action related activities are completed outside the unit plans. Hence, the School appointed an Action as Service Coordinator who follows up with the grade 9 students, tracks their activities, ensuring that they meet the requirements.

In Grade 10, and once the requirements of Service As Action are completed, the students start working on their [MYP Personal Projects](#). The Personal Projects allow students to work toward a learning goal, create a product/project, and document their learning journey. Students engage in practical and self-directed learning through a cycle of inquiry, action, and reflection. For the second year in a row, IKNS organised the Grade 10 Exhibition for the Grade 10 students to share their personal projects with the school community, including parents and guests. The Personal Project Coordinator follows up with students and guides them through the process. Creativity, Action and Service (CAS) is one of the three essential elements that every student must complete as part of the IB Diploma Programme. CAS requires around activities over the course of the IB Diploma years to cover the three categories (Creativity, Activity and Service) and to include at least one student initiated CAS project.

The ToK, extended essays and internal assessments are all tailored to help the IBDP students to demonstrate progress in their learning and acquiring learning skills over time in lessons, their work and assigned tasks according to stated competencies.

Furthermore, to gauge the effectiveness of ATL skills, the school ran a survey that indicates IKNS students are able to draw on real-world examples in their learning, engage in extracurricular programs that promote the practical application of their knowledge, and participate in community outreach, cultural identity exploration, and language development through various school-organised events and programs. The feedback the school receives from the accreditations further support these conclusions.

Areas for improvement (with examples)

1. Many schools worldwide face challenges in achieving a flexible balance between direct and inquiry-led teaching, and IKNS is no exception. IKNS is committed to enhancing conceptual understanding and making real-life connections even more robust. The school will continue to support its teachers by providing professional development opportunities in these areas, ensuring that they have the tools and knowledge to succeed.
2. Find viable ways to include Service as Action as a requirement for students in Grades 11 and 12 who choose to do the American High School Diploma.

Evidence that supports judgements of criteria in students' academic achievement	
<ul style="list-style-type: none"> ● IKNS internal results ● IB Results 	<ul style="list-style-type: none"> ● RBT Results ● MAP Results

<ul style="list-style-type: none"> ▪ For the use of the BQA only
Analysis and review requirement
<ul style="list-style-type: none"> ● ● ●

2. Students' Personal Development and Well-being aspect

To help focus your evidence and judgements in this section, consider the criteria outlined and the instructions in the 'Schools Review Handbook'. In this section, focus on the impact of practices on students.

School's judgment of students' personal development and well-being	Outstanding
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The school evaluates the quality of criteria as follows:

2.1 Students' Well-being and Inclusion	Outstanding
Positive features (with examples)	
<p>The IKNS Strategic Plan addresses issues related to inclusion and well-being in Domains 1 and 3. The school arrived at the judgement regarding aspect (2), Students Well-being and inclusion, by assessing progress toward achieving the goals outlined in both domains.</p> <p>IKNS provides a wide range of clubs, societies and activities that provide students with opportunities to continue to grow as self-confident young citizens that are capable of seizing opportunities, leadership, and initiative. These extracurricular activities are supported by the school's facilities and grounds, including the IKNS Sports Complex, the external sports fields, the internal Sports halls, the two media centres, the Computer labs, The STEAM Center, The Performing Art rooms, the Visual Art rooms, etc. They are also facilitated by coordinators and advisors who provide guidance and assistance with these student led clubs and activities.</p> <p>Examples of extracurricular activities and their purpose:</p> <p>The Middle School offers over 25 school clubs and activities that are fully sponsored by the school. These clubs and activities serve the different interests and talents. They include different sports teams, IKMUN Junior, Go Green, Bahrain in my Eyes, IKNS Talks, the Middle School Arts and Talents Competition, The Middle School Arabic Magazine, <i>دقيقة عربية</i>, Chess, fashion among others.</p> <p>Similarly, the Secondary School offers over 30 clubs and activities that are also sponsored by the school. These include Team Nasser, Student Congress, Honor Society, Injaz, TradeQuest, IKMUN, Go Green, Leadership Club, Helping Hands, The Debate Club, Good Morning IKNS, <i>نادي التراث</i>, <i>تواصل</i>, <i>تجويد</i>, <i>نادي الشباب الثقافي</i>, <i>Enta El Al Amal</i>, <i>Sw Khair</i>, World Scholar Club, etc.</p>	

The Elementary School offers 23 after-school clubs and activities, which are a mixture of both school sponsored and fee based clubs in order to provide a wide variety of options. These include STEAM, Ballet, Coding, Tennis, Swimming, Karate, Gymnastics, Tajweed, School Band, Robotics, Chess, Reading Club, etc.

IKNS also has an active after-school Athletics programme that is managed by two Athletic Directors, one is in charge of Grades 6 to 12 and another in Grades 1 to 5. IKNS is also an active member of Bahrain Private Schools Sports League. All After School Athletic Directors activities are fully sponsored by the school. The athletic teams include table tennis, basketball, volleyball, football, track and field and badminton.

These extracurricular activities provide opportunities for students in the different sections of the school to apply what they have learned in real-world contexts.

Every division in the school, Elementary, Middle and Secondary has an elected Student Congress. These mini-student bodies organize and run their own activities and ensure that the voices of students are heard by the teachers and administrators. In the Secondary School, two Student Congress members are represented in the Parents Teacher and Student Association (PTSA). The participation in the Student Congress develops and promotes the students' leadership skills. The Secondary School Student Congress and the Middle School Student Council organise the 'IKNS and Proud Week' to celebrate school enthusiasm and cooperation and emphasize IKNS unity.

The Honor Society recognizes the achievement of outstanding students and provides them with opportunities to enhance their learning experiences. Membership in the Honor Society is by application and the selection process takes into consideration three main areas:

1. Academic excellence
2. Participation in sports and clubs
3. Personal and citizenship qualities

The members of the Honor Society organise and run activities and presentations to increase awareness among the student body about worthy issues of their choice.

The MUN club organises an annual conference (IKMUN), where over 350 students attend from different private schools in Bahrain who discuss worldwide issues in a replica of the various United Nations Councils. The conference is entirely planned and run by IKNS students. Recently, the students have proposed and started implementation of an MUN conference for Middle School students, IKMUN Junior. This school year, the tenth [IKMUN](#) conference and the second [IKMUN Junior](#) conference were organised.

The IKNS young traders won first place in the Private Schools sector in the 2024 ['TradeQuest'](#), as well as four other special awards out of a total of five. The IKNS

teams had, over the years, won first place in over 8 TradeQuest competitions. The students' participation in TradeQuest provided them with a solid understanding of the financial principles through simulating real-life trading activities in the virtual New York and Bahrain stock markets.

IKNS aspiring entrepreneurs students participate yearly in the [INJAZ](#) Bahrain's Company Competition. The Company Program involves students creating a real company that creates and markets a product. The program promotes adaptability, creativity, critical thinking and entrepreneurial spirit and leadership. Different IKNS teams have won several awards, including the Company of the Year Award, at the national and regional levels. In the 2023 Injaz competition, the CEO of the school team, NUMU, also won the Special Award "Khaleeji Rising CEO for the year". Also, the Grade 4 students participate in ([Smart Investor](#)) offered by INJAZ.

The school's partnership with the Royal Humanitarian Foundation (RHF) continues to thrive. [Team Nasser](#), the club that liaises with the foundation, completed renovating their eighth house in June 2024. They also started a new initiative, this school year, in which they provided a young Bahraini, who is out of the marketplace, with a van that they transformed into a mobile car wash station, which allowed him to start a small business. The team members constantly check on the progress of the project and they come to know that he hired two young Baharinis. These opportunities allow students to develop their abilities to work confidently and independently to identify real-life problems and lead as individuals who are able to make and justify decisions.

IKNS has been a proud member of the 'UNESCO Associated Schools Network' since 2015. UNESCO Associated Schools work yearly on projects in relation to the UNESCO themes Education for Sustainable Development and Global Citizenship Education. All sections of the school from K to 12 participate in the UNESCO activities and projects in many different ways. This year, Ms. Huda Labib, the IKNS UNESCO coordinator, was invited to attend the [70th ASPnet Anniversary](#) event in Paris, France as recognition of the school's "Forgotten Fortune" Campaign, which is an e-waste awareness campaign. Ms. Hala Noor, a grade 8 student, was also invited to attend and was honored for winning the Young Reporters for the Environment (YRE) competition.

IKNS also established a club, in partnership with Bahrain trust, called Sw 5air, in order to foster the sense of giving back to the community. In the school year 2022-2023, a group of students went on their first charitable trip to [Kerala, India](#) where they renovated a school's playground. The students collected close to BD 5,000 that were used for the renovation of a school's playground. This year (2023-2024), students went to [Khenifra, Morocco](#), where they renovated a school

there, building a classroom, school wall, bathrooms, and fitting and decorating their playgrounds. The funds they collected, also through activities they devised inside the school and in several other places, were over BD7,200 that they used to fund the renovations. The students worked closely with The Sw 5air club coordinator and officials from Bahrain Trust.

The school has also been participating in the Royal Humanitarian Foundation (RHF)'s "Humanitarian Initiatives", which was held in collaboration with the Ministry of Education, for the past two years. This year (2023-2024), the IKNS team "Enta El Amal" won [1st place](#) for its initiative. These competitions are generating admirable student initiatives with a positive impact on the local community.

Students also demonstrate empathy and community spirit through participation in PTSA initiated activities, including the whole school [IKNS Cares campaigns](#). This school year's campaign was able to collect BD7000 that were donated to Bahrain Cancer Society.

The [Sports Days](#) that IKNS organizes for KG, Elementary, Middle and Secondary students is a means for building positive relations among students, and between students and their teachers, contributing to the school spirit.

The school also offers activities for the performing arts. Among the many performances that teachers and students play on stage, two major ones are the Spring Musical and the Grade 8 Drama Class Play. This school year (2023-2024), grades 4 and 5 students showcased their talents in [The Little Mermaid JR](#), while grade 8 students performed [Oz](#).

The school library (Media Centre) organises the Reading Week in Arabic and English in all sections of the school. The Media Centre also organises two book fairs, one for Arabic books and the another for English books.

The Gifted and Talented program provides opportunities for students to participate in local workshops and competitions. The school appointed two coordinators to collect and track information about Gifted and Talented students. One coordinator works with the Elementary School Students and the second with the Middle and Secondary School students. The Coordinators, in collaboration with the subject teachers and parents, identify students' abilities, foster them on school campus through school clubs and activities, as well as connect them with other institutions that can help build their talents through community partnerships. Examples of such institutions include the Community Activities Department (قسم الأنشطة المجتمعية) in the Ministry of Education, the Centre for Education in Mathematics and Computing

at the University of Waterloo in Canada, “Life in Music”, where musically gifted students can join their programs to enhance their talent.

The [Award Ceremony](#) was introduced, two years ago, in the secondary section of the school to celebrate students' talents and achievements. The ceremony is conducted towards the end of the school year where the students from grades 9, 10 and 11 are invited to celebrate their colleagues.

Several field trips are organized locally and overseas to enhance the curriculum and provide opportunities for developing skills, leadership and community service. This year (2023-2024), students went on 6 trips abroad including a trip to Saudi Arabia for [Umra](#), to [Singapore](#) exploring sustainability initiatives, to UAE for both [Middle School](#) and [Elementary School](#) (Grade 5) for leadership skills and team building, and to Spain for [Model United Nation](#) and [culture](#).

Additionally, weekly assemblies and end of semester/year assemblies provide opportunities for students to develop self-management and communication skills, engage in meaningful discussions, and build social skills.

Additionally, IKNS has a dedicated College Placement Office that supports IBDP/secondary students in the areas of careers, course selection and university applications.

Career-related counselling occurs formally in Grade 10. The College Placement Office organises [career trips](#) for students in Grades 10 and 11 to visit different organisations and businesses in Bahrain to learn about career opportunities. The College Placement Office also organises Careers Day, inviting professionals and business leaders to speak to Grade 11 students. The invitees are usually IKNS Alumni.

To help students plan their future, the school has a College and Career Centre that allows students in Secondary School, especially grades 11 and 12, to research courses and universities individually or with the support of the College Counselor. The school's College Counselor organises and runs two College Night events in Grades 11 and 12 to distribute information about the university application process. The College Counselor meets with individual families to finalise university choices and to assist with completing applications. The College Counselor is also involved in the Grade 10 orientation and explains the impact of the Grade 11 program and subject choices on students' university options. She also meets individual families to assist with the subject choices. The school organises numerous University fairs which include a variety of local and international institutions. Students participate

in a Career day - they have the opportunity to job shadow in the fields they are most interested in. [Alumni](#) from various fields are invited to speak to students.

The school has strong connections with the wider community, hosting speakers and visitors, and organizing field trips and meetings. Examples of recent speakers hosted at school include engineers from the Bahrain National Space Science Agency ([NSSA](#)), scientists from the Bahrain Agricultural Society ([AGRO BH](#)), doctors from local [clinics](#) and [hospitals](#) speaking about different health issues, visitors from the Ministry of Interior talking to students about [drugs](#), road [safety](#) and online safety, a [cleric](#) speaking about tolerance in Bahraini Society, writers, visitors from the [Environmental Council](#) talking about the recycling of E-waste, etc. Some of those speakers are parents or relatives of IKNS students. An example of a meeting organised by our students recently is the UNESCO team inviting environmental groups in different schools to attend a [presentation](#) about E-waste at IKNS.

In general, IKNS provides and supports a variety of extra-curricular activities and programs that contribute to the development of students' emotional and social intelligence, and provides means for them to communicate amongst themselves and with others in a variety of ways. The vast majority of IKNS students can express their thoughts independently, make decisions about their future, and confidently assume responsibility for their choices.

Areas for improvement (with examples)

1. Formulate a plan to continue to explicitly link ATL skills to the school's extra-curricular program.

2.2 Students' Behaviour	Outstanding
Positive features (with examples)	
<p>As a national school in Bahrain, we believe in the importance of learning Arabic from an early stage in life as a means for learning about the world. We also believe that learning Arabic is an objective on its own. IKNS students are mainly Bahraini citizens and Arab nationals. While it is not the only tool, Arabic language is one important tool to help IKNS students appreciate Islamic and citizenship values. Teaching and learning Arabic takes place inside the classroom, including Arabic, Islamic studies, social studies and Citizenship education lessons. It also happens outside the classroom through an array of activities.</p>	
<p>As stated in the Educational Programmes Domain (Domain 1) of the 2023-2030 Strategic Plan, "the educational programs offered at IKNS, together with the clubs,</p>	

societies and activities programs are integral to the development of the IKNS student as well-balanced and responsible local and global citizens”.

Goal 1.3 of Domain 1 states that IKNS will continue to support the teaching and learning of Arabic as a means for fostering a sense of identity and belonging to the Kingdom of Bahrain and the region (Quran recitation, Morning announcement in Arabic, Arabic drama, Arabic enrichment, Arabic Reading Challenge, Spelling bee in Arabic, Reading Club, etc.)

Goal 1.5 of the same domain states that IKNS will continue to develop the students’ awareness and appreciation about the importance of leading a sustainable lifestyle as means for tackling environmental and social challenges.

IKNS aims to achieve these goal through a variety of ways, including:

- IKNS abides by the MoE regulations of offering National studies, Social Studies, and Islamic studies according to the MoE textbooks in all sections of the school.
- IKNS has two prayer venues. The first one is in the Middle and Secondary section of the school and the second one is in the Elementary School. Both venues have one prayer room for boys and another for girls. The two venues are located in a central location with easy access to the students.
- The students, through their clubs, publish three Arabic magazines. The first magazine is published in the Secondary school under the title (أفاق المعرفة). The second magazine (الأنامل الصغيرة) is published in the Middle School, and the third one (المبدعون الصغار) was issued for the first time in June 2024 in Elementary School.
- In September 2022, a “Tajweed” teaching position was introduced in the Elementary section of the school. The Tajweed teacher works with the students to help them develop basic Quran recitation skills, proper pronunciation of letters, among many other values that come with learning Quran verses.
- During the last school year (2022-2023), IKNS introduced an annual school wide [Quran Competition](#). This school year’s competition witnessed the participation of a larger number of students in comparison to the previous year.
- Also in the school year 2022-2023, the Arabic club (نادي الشباب الثقافي) in the Secondary School, introduced a daily video in Arabic (كلمة الصباح). The video is posted on the club’s instagram account. The club also runs a questions and answers competition during the Month of Ramadan (جواب واريح). The Ramadan competition emphasises the use of proper and colloquial Arabic.
- In the 2023-2024 school year, the Middle school started publishing a video under the title (دقيقة عربي) to Middle School students and parents. Also, the Elementary School introduced (نادي اللغة العربية). These clubs and videos aim to encourage the use of Arabic among students in their daily life experiences.

- IKNS celebrates [Bahrain's National Day](#) in all sections of the school. The celebrations are coordinated with the Parents, Teachers and Students Association (PTSA) and aim to emphasize the students' pride in Bahrain's heritage, culture, and language and the students' commitment to the Kingdom's customs, traditions, and respect for its local context.
- The school also celebrates traditional occasions, such as [Gergaoon](#) and Gabga. The students organise, through their clubs, charitable activities that coincide with these occasions. These include "[Iftar Sayem](#)", "[Gergaoon](#)" celebrations for orphans, on campus and off campus Iftar and Gabga for local societies.
- The Heritage Club in the Secondary School organizes an annual Umrah trip to Mecca and organises related activities throughout the school year.
- In the school years 2022- 2023 and 2023-2024, the Tawasul Club students wrote two plays in colloquial Arabic and performed them to the rest of Secondary School students. Also, the Tawasul Club students performed two [songs](#) in proper Arabic. The two songs, written by the teacher who supervises the club, emphasise citizenship values and belonging to Bahrain.
- IKNS also celebrates the [GCC](#) national days, where students wear colours of the flag and are acquainted with Bahrain's neighbouring countries in their assemblies.

Observations of lessons and students' behaviour around the school suggest that the vast majority of students understand Bahrain's culture and heritage.

IKNS works diligently to create a safe and secure learning environment that addresses student behaviour and promotes positive relationships. The school continues to work towards achieving this goal through different means.

The following are examples of how the school works towards achieving these goals.

- IKNS periodically reviews the school policies in relation to Domain 3. During the recent accreditation and evaluation exercises conducted with the Middle States Association (MSA) and the International Baccalaureate (IB), IKNS reviewed all its policies, including the [Faculty and Staff Handbook](#) and the [Student and Parent Handbook](#). The school policies address issues related to child abuse in a well-defined manner.
- Students feel safe entering and exiting the school. They are supervised during classes, breaks, and school functions by qualified teachers. Teachers check attendance at the beginning of each period using Powerschool, and the administration monitors it instantly.
- IKNS has adequate security personnel throughout the school's premises.
- Corridors, halls, gates and main gathering areas are fitted with CCTV cameras.

- Academic counsellors – A team of academic counselors follows up on student academic progress, and ensures students are well aware of the requirements of the academic programs and each strives to do his/her best. The team also supports the teachers and includes the IBDP Coordinator, IB MYP Coordinator, IB PYP Coordinator, Personal Project Coordinator, Extended essay Coordinator, Service as Action Coordinator, CAS Coordinator, TOK Coordinator and ATL Coordinator.
- IKNS has a team of guidance counsellors of 7 members (3 in the KG and Elementary School, 2 in the Middle School and 2 in the Secondary school). The counsellors support students in their academic, personal, emotional and social well-being. They are available to meet with individual students and collaborate with the teachers, parents and administrative team to support the students. The counsellors are available to students throughout the school day and ensure that students know them and are made to feel comfortable when they need to talk to them. They maintain confidentiality and students trust them. They keep detailed and confidential records on student cases.
- The counsellors plan workshops, assemblies, talks, awareness campaigns and homeroom sessions to tackle important issues, including study skills, a healthy lifestyle, mental health and abidance by school rules. The counselling departments at IKNS are connected with specialised organisations in the community and keep up to date regarding the law and available channels of support.
- The counsellors follow professional requirements regarding sharing students' confidential information with individuals who are not approved to receive it. The duties of different personnel in the school regarding the process for reporting instances are clear.
- Observations of students in the classroom and on the playground reflect good conduct, self-discipline, and respect for teachers and colleagues. Discipline and attendance records confirm that the vast majority of students comply with school rules and attend regularly and punctually. The school administration and Guidance and Counselling Department receive a relatively small number of bullying reports, and the attendance records confirm that most students feel safe and free from bullying, enabling effective learning.

Areas for improvement (with examples)

1. To continue to improve the vertical alignment of the counselling programs in the three sections of the school.
2. To continue to train teachers on how to utilise restorative practices as means for engendering responsible self-disciplined young citizens.
3. To find viable ways to record and track students' activities.

Evidence that supports judgements of criteria in Personal development and well-being	
<ul style="list-style-type: none"> • Communication Policy • Access and Inclusion Policy • Language Policy • Academic Integrity Policy • Student and Parent Handbook • IB Primary Year Programme • IB Middle Years Programme • IB Diploma Programme • American High School Diploma • Approaches to Learning 	<ul style="list-style-type: none"> • Approaches to Teaching • IBDP Results • College Placement & Careers Counseling • Infirmary Policies • Attendance records • Counselling Department Records • LDN Records • Activities records • Discipline records

▪ For the use of the BQA only
Analysis and review requirement
<ul style="list-style-type: none"> • • •

3. Teaching, Learning and Assessment aspect

To help focus your evidence and judgements in this section, consider the criteria outlined and the instructions in the 'Schools Review Handbook'. Your evaluation should concentrate on the impact of the processes of teaching, learning and assessment on the aspects of Students' Academic Achievement and Students' Personal Development and Well-being.

School's judgment of Teaching, Learning and Assessment	Outstanding
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The school evaluates the quality of criteria as follows:

3.1 Use of Effective Teaching and Learning Strategies	Outstanding
Positive features (with examples)	

- IKNS is an IB Continuum School that offers three of the International Baccalaureate programs from KG1 to Grade 12. Hence, IKNS follows the Primary Years Programme (PYP) Curriculum Model, the Middle Years Programme (MYP) Curriculum Model and Diploma Program (DP) Curriculum Model. The International Baccalaureate conducts periodic reviews to the three curriculum models, including the courses offered within the different Subject Groups of each model. The school is obliged by its affiliation with the IB to follow the same. The American High School Program courses offered in grades 11 and 12 follow the same standards as the IB DP courses.
- The educational programs offered at IKNS are based on appropriate content and a written curriculum aligned with internationally recognized learning standards. The IB PYP is offered in Grades K-5, the IB MYP in Grades 6-10, and the IBDP and AHSD are offered as two parallel programs in Grades 11-12. These programs aim to maintain high standards and follow the best research-based teaching and learning practices.
- The IB Approaches to Teaching and Approaches to Learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the IB learner profile attributes, enhance student learning and assist student preparation for IB assessments and beyond.
- The IB "Approaches to Teaching" identifies six elements that inspire teaching. These are teaching through inquiry, teaching through concepts, teaching developed in local and global contexts, teaching focused on effective teamwork and collaboration, teaching differentiated to meet the needs of all learners, and teaching informed by formative and summative assessments.
- The professional development program at IKNS focuses on the IB Approaches to Learning.
- IKNS curriculum design emphasizes exploring the relationships between academic disciplines through inquiry and offers students authentic opportunities to think critically and connect their learning to the world around them.
- The overviews of the school's educational programs for the 172 courses offered are posted on the school's curriculum mapping software (Atlas-rubicon). The lesson plans are hosted on the Learning Management System (Schoology) software.
- The IB PYP and IB MYP unit plans are designed to address a "central idea" or a "statement of inquiry" through activities that encourage collaboration and critical thinking skills.
- Instruction at IKNS is guided by the expectations set in the [IKNS Framework for Teaching](#), which is based on the work of Charlotte Danielson and adapted by the school to accommodate IB requirements. The framework specifies 5

domains for teachers to focus on. These domains are planning, teaching, establishing a culture of learning, assessment, and professional responsibility.

- Domain 3 of the IKNS Framework for Teaching focuses specifically on Establishing a Culture of Learning. It emphasises the importance of creating and fostering a safe and positive learning environment and building successful relationships with the students, addressing their diverse needs (academically and emotionally), and supporting them in pursuing their learning goals.
- The faculty appraisal system is based on the IKNS Framework for Teaching. The appraisal system was reviewed in September 2021 to align it with the newly introduced PYP and MYP.
- Appraising any IKNS faculty member in the reviewed framework is the responsibility of more than one individual. These are the Principal, the Department Head/Facilitator and the IB Coordinator participate. It also includes feedback from the students. The IKNS faculty are appraised once annually and the faculty member has the right to appeal.
- According to the 2022–2023 Faculty Evaluations Reports, the majority of IKNS teachers were classified as “Proficient”, while a few were classified as “Distinguished” and a handful were classified as “Basic”. (Please refer to the IKNS Framework For Teaching document, which we have uploaded under Additional Documents.) (Please see the table below that lists the attributes of a proficient teacher at IKNS)
- Technology is used wherever possible to ensure meaningful engagement, enthuse the students, and provide instant feedback. Teachers use the digital platforms of Atlas, Schoology, PowerSchool and Managbac for programme documentation. These platforms are transparent. Where it is applicable, parents and students have access, not just teachers. Planning is updated regularly on Atlas and revised based on feedback received from Heads of Departments and Facilitators.
- The IKNS Framework for Teaching encourages teachers to use a variety of educational technology applications to aid and extend learning and teaching. For example, lower elementary grades use alefbata to aid in Arabic language reading and comprehension, the Elementary school uses (أنا أقرأ العربي) to offer a variety of Arabic stories as well as [Mathletics](#), which is a fun site and app that reinforces mathematical concepts. They also use [StarFall](#) and [myOn](#) for English phonics and reading. Middle and High School science classes use sites such as [Gizmos](#) and [PHET Simulations](#) to recreate STEM and other scientific experiments. High School students use sensors and data loggers to monitor variables and design experiments in the sciences. Teachers integrate online tools like [Quizizz](#), [Kahoot!](#) and [Edpuzzle](#) as part of their lesson plans to engage students and provide differentiated instruction. Math and Science students use databases to present data that they collect. English, Arabic and Social Studies students use technology to prepare videos and presentations.

Areas for improvement (with examples)

1. The school is making progress in achieving vertical alignment between certain grades and the various IB programs in the core subjects of Arabic, English, mathematics, and science, and this work is a continual process of improvement.
2. The school continues to have difficulties finding suitable textbooks and resources for IB subjects, including Literature courses and Individuals and Societies courses. Many of these books are not currently on the list of books approved by the MoE. As an IB continuum school, exposing the students to a wide variety of world literature is essential, and getting these books approved takes time hindering students exposure to new materials.

3.2 Assessment and Academic Support

Outstanding

Positive features (with examples)

- Teachers at IKNS assess students in order to enhance their teaching and improve the learning of students. They monitor and evaluate student progress towards meeting learning objectives and provide feedback to students, parents and other stakeholders regularly and systemically. Lesson observations, evaluation reports, and inspection of actual student work by heads of departments suggest that the vast majority of teachers view assessment as an essential part to planning, teaching and learning.
- IKNS has assessment policies for each of the KG and Elementary, Middle School and Secondary School. These policies are posted on the [school's website](#) and shared with parents and students. The three assessment policies, although distinct to each section and age level, follow the same general framework which is detailed in the IKNS Framework for Teaching. The Framework specifies that assessment methods should be varied, feedback must be used to support student learning, and assessment should be used to determine further student learning experiences.
- Assessments in all sections of the school utilise both Formative and Summative Assessments. Formative Assessments take place throughout the unit and are used to assess pre knowledge, plan for further student learning and growth, and provide meaningful feedback. Summative Assessments take place at the end of the unit and are used to assess students' learning level over the course of the unit.

- Students are informed by their teachers if the assessment is used for formative or summative purposes. The teachers explain assessment criteria and make students aware of them as the basis for evaluating their work.
- The lesson plans on Atlas show a healthy balance between formative and summative assessment. These different types of assessments aim to help teachers formulate a clear picture about the students' current knowledge and experience before they start new learning. The vast majority of teachers recognize and understand that students learn if they receive meaningful feedback and this idea is central to how IKNS teachers use the different types of assessment tasks.
- Teachers are expected to use a variety of assessments, including: Observation Assessments (reading, discussing, role playing, etc...), Open Ended Assessments (projects, presentations, panels, Socratic seminars, dramatic productions, etc...), Written Assessments (quizzes, tests, essays, lab reports, research projects, etc...), Peer Review and Self Reflection.
- The assessment policies also specify the Principles of Assessment. These Principles state that assessments need to be student centred and connected to teaching & learning of the specific curriculum emerging from the classroom. Assessments should also reflect the international-mindedness of the programme, setting questions in a variety of cultural and global contexts and relating it to the real world. Assessments should also provide opportunities for students to demonstrate higher order and critical thinking skills through conceptual questions as well as presentations and performances that match their learning styles.
- These different techniques and methods used aim to cater for the different needs inside the classroom and bring out the talent in every student. Teachers also use assessments not only to assess curriculum goals but also to assess the Approaches to Learning (ATL) skills using observations and continuums, detailing a students growth in each skill per unit/semester.
- IKNS uses the Measure of Academic Progress (MAP) testing as one way to shed light on the teaching and learning, including individual teachers, individual students and cohorts. All students in Grades 3 to 8 sit for MAP tests in Mathematics, Science and Reading (English) twice annually.
- IKNS reports the progress of students in a variety of ways:
 1. The online gradebook on PowerSchool: Teachers use the online gradebook to record the students' grades and attendance. The gradebook provides students and parents with timely access to the students' progress. It shows the formative and summative assessment allowing for the ongoing monitoring of the progress of student's learning over the course of the semester/year. The online gradebook also allows the administration and Heads of Departments to follow up on the results of individual students as

well as the class as a whole. It has made the process of comparing and analyzing the results of different sections, different teachers and different classes much easier.

2. The Learning Management System, Schoology: IKNS uses Schoology as its main Learning Management System (LMS). Starting from Grade 3, the students have assignments and assessments assigned to them on this platform. They can check their grades and receive written feedback on each assignment. Teachers use this method especially when guiding students after their formative assessments on their progress and further guidance.
3. Written Progress Reports: In the Elementary section of the school, written progress reports are issued twice a year, at the end of Semester 1 and the end of Semester 2. The progress reports are linked to the Units of Inquiry, incorporating information about the Central Idea, Lines of Inquiry, Key Concepts covered, and Learner Profiles and Attitudes focused upon within that unit, in addition to the progress in different subjects regarding the outcomes and skills attained. In the Middle and Secondary sections of the school, Grade Reports are issued twice a year, at the end of each semester and written Progress Reports are issued twice, in the middle of each semester. The reporting system is comprehensible and understandable. Detailed comments regarding student progress are included as well as recommendations by the teachers regarding progress requirements and concerns.

- The School also uses the above data to identify achievement gaps and provide students with the needed support. Teachers and School Administrators work closely with the Learning Diversity Team to do so.
- The Learning Diversity team has a team of 11 specialists, 5 in the Elementary School, 3 in the Middle School and 3 in the Secondary School who work collaboratively with the subject teachers and counsellors. The team members work with assigned students (who are diagnosed with learning difficulties or suspected to have learning difficulties) through modified lesson plans. They keep appropriate records of referral cases and actions taken to support students and their parents. The team supports the students in the classroom, as well as providing pullout sessions when needed and arranges support during tests and exams to provide the accommodations needed.
- Further to that, each school offers programs to support students:
 - In Elementary School, teachers provide morning and after school remedial classes to students in need. They also encourage students in need to improve their language skills to join clubs such as the Arabic/English Drama clubs, Tajweed, and reading club. The school also works with parents to provide the support needed and build a strong community relationship.

- In Middle School, teachers utilise ATL skills in order to empower students to reflect and self evaluate their knowledge and skills. Students, with the feedback and guidance of their teachers, suggest methods for their own improvement. If a student fails to meet the standards, teachers meet with their parents to discuss further students' needs, building a strong school-parent relationship. Students who have learning difficulties get direct support from the learning support teachers. Learning support teachers work with subject teachers to determine the specific needs for each student in this group based on their academic performance.
- In the Secondary School, where the educational program is disciplinary in nature (as opposed to transdisciplinary PYP and Interdisciplinary MYP), IKNS offers a variety of courses that cater for the different needs, talents and abilities in almost all subjects. The aim is to challenge students at all levels, including those who are talented and gifted in certain subjects, and to provide the needed scaffolding for students in need. On one end of the spectrum, IB Higher-level courses are designed to cater for the needs of the outstanding students. Students can take up to 4 higher level courses while the rest of their courses could be at the standard level. The variety of the courses offered, in addition to the extended essay, the Internal and external means of assessment, CAS and Theory of Knowledge are all means for the gifted and talented students to shine as well-rounded students, and at the same time, to excel in the subjects they are inclined to. Many IB courses, including Higher Level courses, are open to all students in grades 11 and 12 (not only the IB Diploma students) if they are up to a challenge. On the other end of the spectrum, the courses that IKNS offers at the core level are meant to help students who are challenged by a certain subject. Students can always choose a variety of courses of different levels to suit their needs, abilities and talents.
- Selection between these different courses and levels can be challenging for students. The IBDP Coordinator and College Counsellor both help students with these choices through an orientation program that includes face-to-face meetings with small groups of students, general meetings with parents as well as individual meetings, and sharing of information through specialized groups on Schoology to ensure the information is clear and easily found for future reference. The IBDP Coordinator helps students with their subject choices, follows up on their academic progress, and helps them manage their time and academic calendar. The College Counsellor helps students with their personal statements, choice of program of study at university, choice of university, prepares recommendation letters, etc. The College Counsellor school has a College and Career Centre, which is a working area for students, mainly seniors.

- The Secondary School also provides reinforcement courses when there is a need. Periodic follow up by administration and counsellors for students performing below standard level is given to ensure that student effort and motivation are maintained.
- The Secondary School also accommodates students suffering from anxiety where they are given the opportunity to do their tests and exams in a smaller classroom or with the counsellor to reduce the anxiety. For example, we run a "Quiet Room" during the examination period for a small group of students.
- The student records are maintained and kept in the three sections of the school. Transcript records are kept with the College Counsellor and the Secondary School Principal.
- A review of our latest teachers' Evaluation Reports indicates that most IKNS teachers
 - Use feedback to support stated outcomes and expectations following IB guidelines.
 - View assessment as an essential part of planning, teaching and learning.
 - Conduct assessment tasks professionally.
 - Explain to students the characteristics of high-quality work.
 - Use a variety of assessment methods that are connected to stated IB learning objectives and outcomes.
 - Provide specific feedback on time.
- In response to whole school initiatives in 2022, teachers
 - Formally analyse and document their reflection on assessment in their Unit Plans on Atlas Rubicon.
 - Continue to formally moderate assessments of student work collaboratively with colleagues to ensure reliable results following IB guidelines.
 - Formally analyse student's results to inform their planning and report their analysis to the principal.

Areas for improvement (with examples)

1. Although the school made an effort to increase the number of meetings between the three educational programs it implements, unifying assessment expectations between IB PYP, IB MYP, and IBDP is an ongoing process.

Evidence that supports judgements of criteria in Teaching, Learning and Assessment

- [KG & Elementary Assessment Policy](#)
- [IKNS Framework For Teaching](#)

<ul style="list-style-type: none"> • Middle School Assessment Policy • Secondary School Assessment Policy • 	<ul style="list-style-type: none"> • Unit Plans on Atlas • Samples of students work
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<ul style="list-style-type: none"> ▪ For the use of the BQA only
Analysis and review requirement
<ul style="list-style-type: none"> • • •

4. Leadership, Management and Governance aspect

To help focus your evidence and judgements in this section, consider the criteria outlined and the instructions in the 'Schools Review Handbook'. Your evaluation should take into account the impact of leadership, management and governance on the quality of provision, particularly on Teaching, Learning and Assessment, Students' Academic Achievement, and Students' Personal Development and Well-being.

School's judgment of Leadership, Management and Governance	Outstanding
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The school evaluates the quality of criteria as follows:

4.1 Leadership Effectiveness and Continuous Improvement	Outstanding
Positive features (with examples)	
<ul style="list-style-type: none"> • The school's Philosophy was written at the inception of the school in 1983 by the founding fathers of the school. The Philosophy was refined by the school's Board Committees over the years and continues to provide a basis to formulate the other foundation documents and school operations. • The school's Foundation Documents include its Mission, Vision, Core Values, and Graduate Profile. • The School Vision was formally introduced for the first time in 2015 as part of the 2015-2022 Strategic, which was prepared in preparation for the 2016-2022 accreditation cycle. The mission was then introduced in 2019. 	

- The Foundation Documents are reviewed periodically. The review process is aligned with the MSA accreditation cycle and is overseen by the Educational Committee, which includes members from the Board, parents and school personnel to ensure the representation of all stakeholders.
- The Educational Committee ensures that the Foundation Documents are consistent with the philosophy. The documents must be approved by the Board before being published to the community.
- The Foundation Documents express the school's preferred future and guide its decision making. The strategic plan is regarded by the school as the means for realising the school's preferred future.
- The [2023-2030 Strategic Plan](#) was prepared in preparation for the 2023-2030 MSA Accreditation cycle. It sets out goals under three main domains: The Educational Programs, Sustaining Excellence, and Optimising Resources and Facilities to promote the well-being of the IKNS Community.
- The progress in each domain is measured using a variety of key performance indicators (KPI)s. Some of these KPIs are quantitative, while others are qualitative, aiming to capture the complete picture of the progress made in each domain.
- The three domains of the strategic plan aim to create a learning environment that equips students with the necessary Twenty-First Century skills, helping them to develop as inquirers, knowledgeable, caring and lifelong learners in an inclusive and equitable environment that embraces the values of sustainability.
- The 2015-2022 and 2023-2030 strategic plans consider the results of the IKNS students in the Measure of Academic progress (MAP) tests as one main key performance indicator. All the IKNS students in grades 3 to 8 sit for the MAP test in Math, Science and Reading (English). These tests are provided by the school.
- The IKNS students' MAP tests results in Math, Science and Reading (English) were comparable to the world averages and higher than the Bahrain average. However, the analysis of the data obtained over a three year period showed that these results are not progressing.
- To help the IKNS students improve their MAP test results, the school continued, over the years, to invest in training the faculty on using differentiation techniques, aligning the curricula, longitudinally and horizontally. While these efforts were consistent, the increasing exposure of the younger generation to the external world through their smartphones, tablets and laptops, demanded a more dramatic review of the traditional approach the school was investing in.
- Additionally, the SWOT analysis that was conducted internally in preparation for the Strategic Plan 2015-2022 identified that many private schools in Bahrain offer similar programs to those offered at IKNS. Furthermore, the opening of new private schools that offer similar or alternative educational programs, was considered as a risk that could negatively impact the competitiveness of the school.

- Based on the analysis of the IKNS MAP test results and the SWOT analysis at the time, the Administrative Committee, in 2016, presented to the Educational Committee a case for introducing the PYP and MYP, as these two IB programs address the challenges the school was facing.
- The Educational Committee discussed the proposal, approved it, and presented it to the Board of Directors and then the Board of Trustees for their final approval.
- The introduction of the PYP in 2020 and MYP in 2022 is an operational translation of how the IKNS community sees the preferred future of the school.
- The school Foundation Documents and the Strategic Plan are available on the IKNS website. They are also on the IKNS brochure, students/teachers handbook, and other promotional publications and Admission related documents.
- IKNS teachers review learning objectives and develop targeted action plans to implement the school's curriculum using data derived from self-evaluation and reflection. In 2022, in consultation with Heads of Departments and Facilitators, the Administrative Committee introduced a systematic approach to reflecting on each unit plan. Also, the summative assessment moderation procedures were updated and added to the Assessment Policy.

Reflection on Learning

Teachers add their observations and reflections in the Unit Planners on Atlas. They divide their reflection under the following headings, "Teacher Reflections"; "Student Reflections"; and "Assessment Reflections". In the designated section of the Unit Planner, teachers assess the outcome of the inquiry by providing evidence of students' understanding. They pose questions such as:

- Which teaching strategies were effective? Why?
- What difficulties did we encounter while completing the unit or the summative assessment task(s)?
- Was there a need to adjust the pacing of this unit as per cycle plans and did the unit fit into the semester planner?
- How well did the summative assessment task/s serve to distinguish levels of achievement?
- Was the task sufficiently complex to allow students to reach the highest levels?
- Did the formative assessments meet the demands of the summative task?
- What student inquiries/challenges emerged that will lead to revising the unit?
- What was the level of student engagement?
- What skills need more practice?
- How effectively did we differentiate learning in this unit?
- Do we need to replace/ locate or add any new resources?

- How could you improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding?

Moderation

Moderation aims to maintain fairness for all students. It ensures that teachers follow the same marking protocols for all assessment tasks. The grade level team or department collaboratively decides on the essential Strands / Learning objectives that need to be assessed, which are aligned with the standards chosen on the Atlas Unit Plan. They then develop an answer-key and agree on a method of moderation.

Follow Up

An aspect of the HOD / Facilitator professional responsibilities is to supervise all tasks related to assessment. HODs / facilitators work with teachers to analyze the academic results of their students to identify strengths and weaknesses and modify the learning objective in the unit plans accordingly. The analysis usually includes internal and any external results available. If necessary, the HOD/ Facilitator is expected to develop and implement a plan that addresses improving students' learning. Furthermore, it the duty of HOD /Facilitator to ensure that reflections are added to each Unit Plan on Atlas and that they are genuine and updated annually at the end of each unit.

- Domain 2 of the Strategic Plan states that IKNS is dedicated to sustaining the excellence of its educational programs in line with local and international standards. This domain has 4 goals:
 1. IKNS will continue to meet the requirements of the Ministry of Education of Bahrain
 2. IKNS will continue to be in good standing with the International Baccalaureate (IB)
 3. IKNS will continue to be in good standing with the Middle States Association of Colleges and Schools (MSA)
 4. IKNS will continue to meet the demands of Bahrain Education & Training Quality Authority (BQA)

The way the school aims to reach these goals is through working with monitory/supervisory external educational institutions. These institutions include the MoE, the IB, MSA and BQA.

- The school submits to the MoE an annual report that includes information about the different aspects of the school workings. After receiving the report, a team from the MoE visits the school. The team is usually made up of 12 to 14 members, each member is charged to deal with one or more aspects. After the visit, the team issues a follow up report that includes

commendations, recommendations and possibly, warnings. To prepare for the visit and as the school prepares the report itself, the school does the necessary to ensure receiving a positive report. After receiving the report, the school addresses any points mentioned.

- As an IB continuum school, each of the three IB programs offered at IKNS must be evaluated by the IB periodically, every 5 years. The evaluation includes an evaluation visit. In preparation for the visit, the school has to prepare a standard-based self-study that includes a developmental plan per IB programme. Following the visit, and after reviewing and verifying the self-study and the developmental plans, the evaluating team issues a report identifying the programme strengths as well as areas for consideration for further development. The most recent evaluation was conducted on both the IBDP and PYP programmes in the 2023-2024 academic year concluding that the programmes offered are in close alignment with IB standards and practices.
 - IKNS has been accredited by the MSA since 1994 and has been in good standing with the institution since then. The accreditation process takes us through a self evaluation process and report as well as an evaluation visit by the MSA team. The most recent MSA accreditation took place in the 2022-2023 academic year granting the school a 7 year accreditation to January 2031 under the Sustaining Excellence protocol. This protocol is reserved to schools who have exemplified excellence over the years and is by invitation only by the MSA. In this protocol, chosen schools undergo an action research project to study and achieve the school's goals. Schools then hold a colloquium to share their research and results with the larger education community with the goal of elevating education on a wider scale. IKNS has chosen to study the impact of introducing concept based teaching and learning (CBTL) models, through the implementation of the IB PYP and MYP Programmes, on students' learning.
 - The school considers the BQA review process as one main approach to review, reflect and continually improve.
- Domain 3 of the [2023-2030 Strategic Plan](#) focuses on optimising the school resources and facilities to promote the well-being of its learning community, prioritising learning in an inclusive and compassionate environment.
 - IKNS constructed a new campus for the KG and Elementary section of the school. The new KG and Elementary campus, which replaced the old one, is purposefully designed to cater to the PYP curriculum of exploration and inquiry. Moreover, IKNS offers excellent school facilities, competitive fees and well recognized educational programs.

- The school's annual maintenance plan is comprehensive and thorough. It ensures that the school facilities are well maintained, safe, secure and ready to receive the student and faculty members every morning.
- The IT Services are adequate allowing for the teaching and learning to continue without interruptions both on campus and virtually. The strategic planning of the school's leadership in managing resources allow it to continuously develop in line with the school's preferred future.
- The school has Alumni who are actively involved through opportunities such as talking to students about future careers, and by providing job shadowing opportunities. Some of these Alumni also act as mentors.
- The school has a strong medical team that includes 2 doctors and 3 nurses who are available during the school day and take care of student health and maintain communication with parents regarding health matters. They supervise vaccinations, eye tests and other health checks required by the Ministry of Health for the different ages. The medical team follows proper guidelines for purchasing, administering and storing medication that comply with the Ministry of Health regulations.
- The school arranges for First Aid training annually and invites teachers to attend the training, ensuring in particular that PE teachers and teachers who accompany students on field trips are trained.
- The school purchased two external defibrillators, one serves the middle and secondary sections of the school and the second serves the KG and elementary sections.
- The school reviews its emergency plans regularly and makes necessary changes based on the results of their implementation. The equipment available, including, fire alarm system, fire extinguishers, assembly points, etc. are adequate and meet the requirement of the Ministry of Education and Civil Defence in Bahrain. The school updated the health plan during the pandemic and will continue to do so as needed.
- As for school facilities, in addition to constructing the new KG & Elementary campus, the school refurbished and redesigned the old elementary building (Block 800), constructed a on campus uniform shop and bookstore, constructed a new refreshment hub to serve faculty, students and parents, as well as other projects that are listed in the "major changes" section above.

Areas for improvement (with examples)

1. Continue to look for innovative ways to raise the awareness of the IKNS community regarding the school's Foundation Documents.

4.2 Staff Professional Development and Support	Outstanding
Positive features (with examples)	
<ul style="list-style-type: none"> ● As stated in the 2023-2030 Strategic Plan, IKNS is committed to providing its teachers with regular, meaningful, and helpful feedback and training to support their professional development. ● The IKNS teacher's appraisal system is a main tool to help teachers identify their professional needs. With the introduction of the PYP and MYP, the school reviewed the teachers appraisal system in September 2021 and aligned it with the teacher's Job Description. ● IKNS follows an adapted version of Charlotte Danielson's appraisal system that includes five domains: Planning, Teaching, Establishing a Culture of Learning, Assessment and Professional Responsibility. ● IKNS teachers are evaluated once annually. These evaluations are based on announced and unannounced classroom visits as well as observations and interaction. ● The teacher's evaluation also includes feedback from the students based on a specially designed survey, and feedback from the HoD/Facilitator, IB Coordinator and the Principal. The feedback from the different parties involved in the evaluation process aims to provide the teacher with a balanced and meaningful evaluation of his/her performance, on each of the five domains of the appraisal system. ● In order to collect feedback from the different parties involved in the evaluation of every teacher, the school developed an online platform that allows the different parties involved in the evaluation process to add their feedback and comments. With the help of the system administrator, the school administration presents the feedback to the teacher in a summarised manner, providing him/her with ideas for professional development. ● The teacher's appraisal is conducted professionally and confidentiality, allowing the teachers the space to add their comments and preserve their right of appeal, if needed. ● HoDs/Facilitators, IB Coordinators and Principals meet regularly with faculty members within their schools. These meetings are opportunities for the parties involved to exchange experiences, ideas and feedback. ● On Tuesdays, students in Grades 1 to 12 follow a short day schedule where they are dismissed earlier than the rest of the week. This adjustment has been made to allocate time within the schedule for weekly collaborative planning meetings among faculty members. Some Tuesdays are booked for Departmental or Faculty meetings. 	

- In addition to Tuesdays' meetings, teachers who teach the same subject or grade level schedule collaborative planning meetings within their daily timetables.
- IKNS offers a wide variety of professional development opportunities.
 - All IKNS teachers participate in the annual In-Service day. In-service days are planned to allow faculty members to work collaboratively on school-wide tasks, allowing them to develop a consensus or common understanding of the assigned tasks. Such tasks include reviewing standards and policies, working on relevant parts of the accreditation self-studies, etc.
 - The school continues to send teachers to IB workshops and conferences; and continuously offers IB online courses.
 - The school continues to provide new faculty with IB-certified training.
 - The school continues to provide counsellors and learning diversity teachers with relevant training.
 - The school organizes and runs specific-task short workshops during meetings on Tuesday afternoon. Examples include collaborative planning, Approaches to Teaching, the Personal Project, ToK, Study skills, etc.
 - The school supports qualified Bahraini Teaching Assistants in completing the five-week teachers training program at the University of Bahrain. Some Teaching Assistants who qualified as teachers have become teachers at IKNS.
 - The school makes available for teachers a wide range of educational software applications to use while teaching, allowing them to further develop their teaching strategies.
 - At the beginning of each academic year, the school runs an Orientation Program for the new faculty members. The program addresses school policies, procedures, and training on using the IKNS virtual platforms: PowerSchool, Schoology and Atlas Rubicon.
 - Also, at the beginning of the school year, the school organises the Planning Week, where faculty members are provided with the time plan collaboratively for the start of the school year.
- In October 2022, IKNS teachers were given the freedom to select courses related to the Approaches to Teaching or Student Wellbeing from the Optimus platform that the school subscribes to. All IKNS teachers completed one or more courses and received certificates of participation.
- At the start of the 2023-2024 academic year, the school surveyed teachers to better understand which area or strand of "Approaches to Teaching" they would like to focus on in their professional development. Because of the wide array of responses and the requests to focus on many different aspects, the school offered online options allowing teacher agency in choosing the topic they would like to focus on. In October 2023, teachers were given the option to

choose a virtual course of their choice from one of the three PD platforms below, and were given 6 weeks to complete the course and submit their certificate:

- complete one of 27 recommended courses related to the Approaches to Teaching on Coursera.com (which provides Arabic translations to the content).
- Join one of three courses offered by the Middle States Association
- Enrol in the Witsby platform which provides a variety of relevant courses. IKNS trained all its PYP teachers in implementing the PYP three times. The whole PYP faculty training was run by the IB in three successive years.
- IKNS trained all its MYP teachers in implementing the MYP two times. The whole MYP faculty training was run by the IB in two successive weeks.
- The school provides training on the use of Smart Board, PowerSchool, Schoology, and Atlas Rubicon.
- Positions, including leadership, admin and teachers have job descriptions that define their roles and responsibilities.
- IKNS has a system in place for regularly evaluating the performance of leadership positions and providing them with useful feedback.
- The School President is in charge of evaluating the Principals. The principal evaluation builds on the Principal Appraisal Survey that is filled by all faculty and staff who work under the principal.
- The President of the School is evaluated by the Board of Directors (BoD). He annually presents to the BoD reports about the school's performance in relation to the current strategic plan.

Areas for improvement (with examples)

1. To continue to find ways to help the teacher to grow as IB educators, including becoming IB Examiners, Workshop leader and IB Accessors.
2. To introduce a systematic system of rewards to encourage distinguished faculty members and recognise their achievements.

4.3 Resilience and Innovation

Outstanding

Positive features (with examples)

- The IKNS leadership emphasizes innovation as key to success in 21st-century education. The introduction of IB PYP and MYP highlights this commitment. Established in 1983, IKNS faculty and administrators aligned learning standards across all grades. In 1990, IKNS added the International Baccalaureate Diploma Program (IBDP) for grades 11 and 12, following IB standards. This independent model helped IKNS become a leading school in Bahrain, though it raised concerns about curricula credibility and assessment methods.
- In 2016, the administration proposed adopting IB PYP and MYP to the Educational Committee, which the Board of Trustees approved. By 2020 and 2022, IKNS became an IB Continuum School, offering three IB programs from K-12, enhancing curriculum coherence and fostering teacher creativity.
- The three IB curriculum models offered at IKNS encourage faculty members to try new approaches to teaching and learning. Whether it is the different components of the unit plan, CAS program, the extended essays, the TOK, the personal Project, the Service as Action, the Interdisciplinary Unit (IDU), the PYP Exhibition, the Action element of the Unit of Inquiry in the PYP, etc.
- During the Covid-19 crisis, IKNS swiftly transitioned to a Hybrid Synchronous learning environment, maintaining educational quality. This demonstrated the leadership's agility and the community's adaptability and determination. IKNS received an "A" on [the BQA Exceptional Reviews Framework](#).
- The collaborative planning practices were on display during the Covid-19 crisis. The school's leadership and the IKNS governing body showed their ability to steer the school in the right direction and act responsibly under challenging circumstances. IKNS managed to effectively transform its operation in record time from an on-campus school to one that offers a Hybrid Synchronous learning environment. This transformation also showed that the school's Board, leadership, faculty, staff and administration, with the help and cooperation of parents and students, could adapt to new challenges with creativity and determination to support the School's mission and strategic goals.
- IKNS regards activities, clubs and societies as opportunities for both students and teachers to be risk takers, take new challenges and come up with innovative solutions. The e-waste campaign that the school launched at the national level in collaboration with UNESCO, The IKNS Model United Nation that was organised this year in its tenth edition, Team Nasser, the environmental trip to Iceland and then to Singapore to see two different examples of dealing with environmental challenges, INJAZ team and TradeQuest. These are a few examples of the many activities that the students participate in, opening doors for them to develop 21st century Skills.
- These clubs and activities are student led. Students can initiate and organise clubs by coming up with innovative ideas they are interested in, facilitate with a staff member that is interested in overseeing the initiative, and get their idea

and club approved by the school's principal. Examples of such ideas, among others, is the resources club in the Secondary School, which was organised by students during covid times to ease student access to important information, and the Enta El Amal club which was an initiative by a student team in response to the Humanitarian Initiative call to giving back to the community.

- Furthermore, teachers and students can link their units to creative ideas for Service as Action. For example, the Grade 5 students' unit covered children's rights and they came up with the idea of organising a bake sale, which also showcased informative posters about children's rights, and donating the proceeds to the Children's and Mothers Welfare Society.
- IKNS continues to upgrade its systems in order to be able to respond swiftly to challenges and setbacks. In the summer of 2020, in the wake of the pandemic, IKNS upgraded to using Schoology as its Student Learning System (LMS). Schoology is a dedicated educational platform that supports distant teaching and learning.
- In addition, IKNS continued to use PowerSchool as its Student Information System, where the students' records are kept.
- The school also updated the school's wireless network to industry-standard Cisco Meraki Wireless Network.
- The school invests in teachers laptops and classrooms interactive panels and other tools that supported teachers during Covid, and continues to support teachers with teaching and learning.
- The school is currently working on implementing a centralised Enterprise Resource Planning (ERP) system integrating Admissions, Finance, and Human Resource together in an integrated online system. The ERP system will replace the existing system.
- Innovation at IKNS continues with projects like the updated Academic Integrity Policy to regulate AI tool use, a new cost-effective graduation arrangement, a Refreshment Hub for parents and students, and an on-campus uniform store.
- IKNS also formulated an ICT Committee, which includes board members, parents, and teachers to discuss the new technologies and the possible integration in the curriculum. The head of the ICT Committee has a chair on the Education Committee, as well as in the Board of Trustees.

Areas for improvement (with examples)

- The school will continue to formulate annual IB Programs Development Plans to improve the implementation of PYP, MYP, and IBDP.
- To continue to discuss ways to make better use of AI applications to aid teaching and learning meaningfully.

<p>4.4 Governance, Parents, and Stakeholders Involvement in School Life</p>	<p>Outstanding</p>
<p>Positive features (with examples)</p>	
<ul style="list-style-type: none"> ● The school's governing body is representative - in its structure - of the IKNS community. The Board and the Board Committees include in their ranks parents, grandparents, former parents, as well as alumni members. ● The school's overall legal and financial responsibility rests with the Board of Trustees (BoT) that includes 28 members. The BoT reviews and creates policies to ensure the school meets its philosophy and short - term and long - term objectives. ● The BoT elects among its members a Board of Directors (BoD) for three years at a time. The BoD is the executive body of the BoT, which consists of 8 members. The BoD has advisory and monitoring roles and ensures the proper implementation of the decisions, plans and policies approved by the BoT. ● Four specialized committees branch out from the BoD: the Educational Committee, Technical Committee, Finance Committee and Legal Committee. A BoD member chairs each committee. The Committees, each within its specialization, follow up with the President and report to the BoD as part of their monitory and advisory roles. ● IKNS has an active Parents, Teachers and Students Association (PTSA). The PTSA has an elected committee of six parents, six teachers, and two students. Elections for the PTSA are held every 2 years. IKNS Parents vote for their parents' representatives while IKNS staff vote for theirs. ● The Chair of the PTSA, together with 3 other PTSA Members attend the Board of Trustees meetings. The Chair of the PTSA is also a member of the Board of Directors and the Educational Committee. ● The presence of four PTSA representatives in the BoT and one representative in the BoD and the Educational Committee ensures that the voice of the parents, teachers and students are represented at the level of governance. The PTSA also reports to the BoD through its representative. ● The BoT and the BoD refrain from interfering in the daily operation of the school. In cases of conflict, the Board appeals to the school's constitution. When it comes to issues not covered by the school's constitution, it refers to the Bahraini Labour Laws or the regulations of the Ministry of Education. These arrangements and structures guarantee that the Board and the stakeholders it represents are aware of the ongoing work at the school and can determine to what degree the school's strategic plans fulfil its mission. 	

- The Board entrusts the running of the school to the President, who attends all BoT, BoD and the four committees that branch from the BoD.
- The President is the link between the school's governing body and the Administrative Committee, which includes the President, the Curriculum Coordinator, and the three school principals, who meet regularly to ensure the smooth running of all school programs and activities. The school leadership communicates regularly with the PTSA to maintain appropriate and constructive relations with families, students, and staff.
- The IKNS governance and leadership maintain clear, open, and appropriate communications with and among stakeholders. The governing body and the leadership believe that open communication channels are vital to building trust and promoting connections with the school community.
- The school, with the help of the PTSA, also organises events to involve the larger IKNS community members and stakeholders. Some examples of those events are: the IKNS yearly carnival, Staff Gabga, and Alumni gathering.
- Students and parents use the school's provided virtual platforms, Schoology and PowerSchool, to communicate with the school. The school's website includes the philosophy, mission, vision, and the IKNS Strategic Plan 2023–2030, and it contains information about the school's educational programs (PYP, MYP, DP and American High School). The school policies regarding Admission, Access and Inclusion, Language and Assessment, and Academic Integrity are also posted on the school's website.
- The school also uses various ways to inform parents of their child's progress and other information:
- Written Progress Report: In the KG and Elementary, written progress reports are issued twice a year, at the end of Semester 1 and the end of Semester 2. The Progress Reports use a 1 to 5 scale to assess the progress of the students in any of the subjects taught as part of PYP. Each step on the scale corresponds to a specific Progress Level. The progress reports are linked to the Units of Inquiry, incorporating information about the Central Idea, Lines of Inquiry, Key Concepts covered, and Learner Profiles and Attitudes focused upon within that unit, in addition to the progress in different subjects regarding the outcomes and skills attained. In the Middle and Secondary sections of the school, grade reports are issued at the end of each semester, and written progress reports are also issued in the middle of each semester. The reporting system is comprehensible and understandable. Detailed comments regarding student progress are included as well as recommendations by the teachers regarding progress requirements and concerns.
- The online gradebook on PowerSchool: Teachers use the online gradebook to record the students' grades and attendance. The gradebook provides students and parents with timely access to the students' progress. It shows the formative and summative assessment allowing for the ongoing monitoring of

the progress of student's learning over the course of the semester/year. The online gradebook also allows the administration and Heads of Departments to follow up on the results of individual students as well as the class as a whole. It has made the process of comparing and analyzing the results of different sections, different teachers and different classes much easier.

- The Learning Management System, Schoology: IKNS also uses Schoology as a means of communication with students, parents and teachers. Parents as well as students have accounts on Schoology. Also, circulars, important information, as well as the school calendar of events are available for parent's review.
- Scheduled Meetings: Parents and teachers have the option to set meetings via email through Schoology, email, or through the Reception Desk. Teachers can also request to set up meetings with parents if further support is needed.
- The Open House Day: Parents gain information about the school from teachers regarding the curriculum and classroom routines. The Open House is usually held in the month of September/October every year.
- The Oral Conference: Teachers give parents feedback about the students' progress. Teachers highlight the students' strengths and challenges. They answer parents' questions and guide them on how to help in their children's learning process.
- The MAP testing results: IKNS conducts the MAP tests twice a year in Grades 3 to 8 in English Reading, Mathematics and Science. IKNS reports the results of the MAP tests to parents at the end of each semester.
- Student-Led Conferences (Elementary): As part of their PYP journey, the school hosts a student-led conference at the end of each year where students present their portfolio to their parents, sharing their educational journey throughout the year.
- The school publishes a Student/Parent Handbook to ensure that its operations promote students' personal, social and physical well-being. This year, the school updated it and included a new section regarding the appropriate use of social media.
- Besides using the school's website to communicate with students and parents, the school conducts orientation meetings to keep them engaged and help them make the choices that suit them best.
- At the beginning of each school year, the four school sections (KG, Elementary, Middle and Secondary) organize and run orientation programs for newly enrolled students at IKNS to help them settle in.
- In order to keep the students and parents informed and help them make the choices that suit them best, IKNS conducts orientation programs for the parents whose children are moving from KG to Elementary, Elementary School (PYP) to Middle School (MYP) and students moving from Middle to Secondary. The Secondary school conducts an orientation for Grade 9 students to help them

choose electives for years 4 and 5 of the MYP. The Secondary school also runs an orientation meeting for Grade 10 to help them choose between educational programs in Grades 11 and 12 and explain the nature of the IB Diploma Program and the American High School Diploma program and the impact such a choice has on the student's plans for higher education.

- The school's college placement office organizes and runs two College Night events in Grades 11 and 12 to distribute information about the university application process. The College Counsellor meets with individual families to finalize university choices and to assist with completing applications. The College Placement office also organizes meetings with various college and university representatives.

Areas for improvement (with examples)

1. To introduce systematic ways to train school board members through professional workshops offered by recognised educational institutions.

Evidence that supports judgements of criteria in leadership, management and governance

- | | |
|---|--|
| <ul style="list-style-type: none"> • IKNS Board Bylaws • Strategic Plan • MSA Accreditation Report • IB Evaluation Report | <ul style="list-style-type: none"> • MoE Report • Communication Policy • IKNS Annual Goals Document |
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- For the use of the BQA only

Analysis and review requirement

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Overall effectiveness

Based on the review criteria, justify your judgement of the school's overall effectiveness

The school's performance is: **Outstanding**

Positive features

1.1 Student's Academic Achievement

- Over the past three years, IKNS students have consistently achieved high pass and proficiency rates across all sections, with their MAP scores in English Reading, Mathematics, and General Science in Grades 3 to 8 surpassing the average scores of schools in Bahrain, and their Grade 8 MAP scores aligning above or equal to the world average.
- IKNS students' performance in the IB Diploma has been good, with average scores higher than the world average in almost all subjects, a 94% pass rate in May 2023 compared to the global 79.67%, and impressive individual achievements such as a perfect IBDP score in 2021 and 2022. The external results of the school show that its internal results are highly reliable.
- IKNS students performed well on the Arabic Reading Benchmark Test (RBT) where more than 80% of students in grade 4, and more than 90% in grade 9, were either inline or above expected reading levels.

1.2 Students Progress and Learning Skills

- The IKNS Strategic Plan 2023-2030 aims to equip students with essential 21st-century skills through independent and collaborative learning, empathy, respect, and community service, all of which align with the core values of IKNS and the IB's Approaches to Learning (ATL).
- Central to IKNS's educational programs is the promotion of ATL skills, including Communication, Social, Self-management, Research, and Thinking. These skills are woven into each unit of study and reinforced through weekly assemblies, extracurricular activities, and community outreach, enabling IKNS students to make significant strides in acquiring them.

2.1 Student Well-Being and Inclusion

- The leadership at IKNS attaches a high level of value to caring and developing the social, emotional, and physical well-being of its students, ensuring a supportive environment for their overall development.
- IKNS offers a diverse range of extracurricular programs that cater to different interests and abilities, including clubs, sports teams, field trips, and specialized activities like the Student Congress, Honor Society, Model United Nations, Trade Quest, and INJAZ, supported by extensive physical facilities.
- The school emphasizes student leadership and community engagement through elected Student Congresses, involvement in the PTSA, and various student-led initiatives, fostering leadership skills and school unity.
- IKNS provides College and career guidance through a dedicated College Placement Office and a variety of career-related programs and events.

2.2 Student Behavior

- IKNS aims to create a safe and secure environment where students can celebrate Bahrain's rich culture and Islamic and citizenship values, with clear policies and regular reviews to ensure school safety and effectiveness, addressing explicitly issues such as children welfare and protection.
- IKNS promotes Bahrain's heritage and culture through various activities, including National Day celebrations, Umrah trips, Quran Recitation competitions, and prayer rooms for students. The school complies with MoE regulations for National, Social Studies, and Islamic studies, fostering pride and respect for Bahrain's customs and traditions.
- IKNS has counselling services throughout the different schools, providing further support to students. Observations indicate good student conduct, self-discipline, and respect, with low bullying reports and high attendance confirming a safe and positive learning environment.
- Students are supervised during all school activities, and the school maintains strict attendance and security protocols using the electronic platform, Schoology. The IKNS counsellors uphold standards of confidentiality and follow professional requirements for counselling and reporting.

3.1 Use of Effective Teaching and Learning Strategies

- IKNS offers IB PYP, MYP, and DP programs from KG1 to Grade 12, along with an American High School Program for Grades 11 and 12. The curriculum follows internationally recognized standards and undergoes periodic reviews by IB and MSA to ensure high-quality education.
- IKNS uses technology and digital platforms like Atlas, Schoology, PowerSchool, and Managebac for program documentation, ensuring transparency and regular updates. The IKNS Framework for Teaching, based on Charlotte Danielson's work, guides instruction and aligns with IB requirements.
- The new Teacher Appraisal System, launched in September 2021, evaluates teachers annually based on five domains: Planning, Teaching, Culture of Learning, Assessment, and Professional Responsibility. Evaluations involve multiple reviewers and are conducted professionally, with most teachers rated as "Proficient" or higher.
- IKNS also uses educational technology applications to aid and extend learning and teaching such as ireadarabic.com, MyOn, Mathletics, and others.

3.2 Assessment and Academic Support

- Teachers at IKNS regularly assess students to enhance teaching and improve learning. They monitor and evaluate student progress, providing feedback to students, parents, and stakeholders. Various techniques are

used to cater to different classroom needs, with performance reported in multiple ways to ensure students are responsible for their learning.

- The school's grading system employs both formative and summative assessments, clearly informing students of their purposes. Teachers also use a variety of assessment methods. These assessments are documented in the electronic grade book, providing information for students, teachers, and administration to help students develop their abilities.
- IKNS uses digital platforms like PowerSchool and Schoology allowing for regular feedback and updates ensuring meaningful engagement and instant feedback to students.
- IKNS maintains strong support for students through eleven learning support teachers, a College Counsellor, and various orientation programs. The school communicates assessment policies and practices through its website, demonstrating accountability and responsibility for student progress. Regular informational sessions and orientation programs help students and parents make informed choices about educational programs and future plans.
- IKNS uses data to identify achievement gaps and provide students with needed support through the learning diversity team as well as other programs.

4.1 Leadership Effectiveness and Continuous Improvement

- The school's philosophy, written at its inception in 1983 and refined over the years, serves as the basis for its mission, vision, core values, and graduate profile. These documents are developed by the Educational Committee, comprising Board members, parents, and school personnel, ensuring representation of all stakeholders and alignment with the school's philosophy.
- The Foundation Documents are reviewed every 7 years by the Educational Committee to ensure they meet the needs of students and the community. These documents are accessible on the IKNS website, in school corridors, brochures, handbooks, student notebooks, and other publications.
- They reflect the expectations of the school's community. The governing body includes parents, grandparents, former parents, and alumni. The PTSA Chair and members attend Board meetings, affirming the community's commitment to these documents. High demand for re-enrollment and an admission waiting list further demonstrate this commitment.
- The Foundation Documents guide the school's decision-making and resource management. And realizing the school's preferred future.
- IKNS uses data, including SWOT analysis and self evaluations, through the administrative committee to continually improve the curriculum.

- The school focuses on effectively managing and optimising its resources promoting students safety and well-being. Emergency plans are regularly reviewed and updated, with adequate safety equipment in place.

4.2 Professional Development and Support

- IKNS is dedicated to providing regular, meaningful feedback and training to support teachers' professional development, as outlined in the Strategic Plan 2023–2030. Launched in September 2021, the IKNS Teacher Appraisal System aligns with IB program requirements and evaluates teachers annually across five domains: Planning, Teaching, Culture of Learning, Assessment, and Professional Responsibility. The evaluation process includes student surveys and feedback from supervisors and the principal, with an application developed by the IKNS IT department to display evaluations online, ensuring transparency and allowing for appeals.
- New teachers receive extensive orientation on school policies and virtual platforms, along with IB-certified training, while returning teachers and Bahraini Teaching Assistants are also regularly trained.
- The school also offers a wide range of professional development opportunities, including training on Smart Boards, annual In-Service days, IB PYP and MYP training, workshops during weekly meetings, and attendance at IB workshops and conferences. Teachers also have access to online courses and virtual PD activities, such as those on Coursera, Middle States Association, Witsby, and Optimus platforms.
- IKNS fosters a culture of collaboration by ensuring adequate planning time between staff members encouraging the sharing of ideas and best practices.

4.3 Innovation and Resilience

- IKNS leadership emphasizes innovation in 21st-century education, demonstrated by the introduction of the IB PYP and MYP programs in addition to the IB Diploma Program. By 2022, IKNS became an IB Continuum School, offering three IB programs from K-12, enhancing the curriculum's coherence and fostering teacher creativity.
- During the Covid-19 crisis, IKNS successfully transitioned to a Hybrid Synchronous learning environment, maintaining educational quality.
- Ongoing innovation includes the updated Academic Integrity Policy for AI tool use, new graduation arrangements, a Refreshment Hub, and an on-campus uniform store, showcasing the leadership's agility and the community's adaptability.

4.4 Governance, Parents, and Stakeholders Involvement in School Life

- The Board of Trustees (BoT) has overall legal and financial responsibility for IKNS, ensuring the school's policies align with its philosophy and objectives. The BoT consists of 28 members, including four PTSA representatives, and elects a nine-member Board of Directors (BoD) for executive roles to implement policies and monitor strategic plans.
- Four specialized committees—Educational, Technical, Finance, and Legal—branch out from the BoD, each chaired by a BoD member. These committees report to the BoD and receive input from the PTSA, ensuring comprehensive governance and stakeholder representation.
- The school President, who attends all BoT, BoD, and committee meetings, connects the governing body with the Administrative Committee. The President works closely with the principals of each school section (elementary, middle, secondary), overseeing staff and ensuring the smooth operation of programs and activities.
- BoT membership is stable, with many members serving multiple terms. New members undergo induction training, including a Board Chair training session from the Principal Training Centre (PTC), ensuring informed and effective participation in governance.
- The BoT and BoD avoid interfering in daily school operations, relying on the school's constitution, Bahraini Labour Laws, or Ministry of Education regulations for conflict resolution. They maintain open communication with stakeholders through formal meetings, online platforms (Schoology, PowerSchool), and orientation programs.
- Parents are informed about their children's progress and challenges through online platforms, report cards, as well as conferences and individual meetings.
- The school fosters a positive relationship with parents and community members through the PTSA as well as other events such as IKNS Cares Campaign and the Carnival.

Areas for improvement

1. The school will explore ways to increase the number of students who opt to sit for MYP E-Assessment.
2. The school will continue to support its teachers by providing professional development opportunities to achieve a flexible balance between direct and inquiry-led teaching.
3. Formulate a plan to continue to explicitly link ATL skills to the school's extra-curricular program.
4. Continue to work on unifying assessment expectations between IB PYP, IB MYP, and IBDP.
5. The school will continue to formulate annual IB Programs Development Plans to improve the implementation of PYP, MYP, and IBDP.

6. Continue to look for innovative ways to raise the awareness of the IKNS community regarding the school's Foundational Documents.

Comment on students' satisfaction with the school and how you know it

The vast majority of students are satisfied with IKNS. This conclusion is based on the results of the surveys that the school conducted in the three sections of the school as part of the IKNS Appraisal System. The purpose of surveys was to determine how students evaluate their teachers and their general learning experiences at school. The feedback that the school received from these surveys was positive and suggested that the majority of students are satisfied with the school and its programs.

Comment on parents' satisfaction with the school and how you know it

Since IKNS is a non-profit self-supporting private school and since the market in Bahrain for any private school is really competitive, enrolment is a good indicator of parents' satisfaction. The enrolment at IKNS has been stable in the past three years, with waiting lists in each grade. In addition, the school conducted surveys for parents in the Elementary and Secondary schools in preparation for the IB five-year evaluation visit in February, 2024. The results of the surveys were overwhelmingly positive. These indicators suggest that the majority of parents are satisfied with IKNS.

Priorities for improvement

The key priorities for improving the school overall performance

- The school aims to increase awareness within its community about the effective use of AI as a tool that could improve the implementation of the IKNS curriculum.
- The school plans to implement a systematic approach to defining well-being to promote a deeper understanding of ATL skills through teachers, counsellors, extra curricular activities, as well as other events.