



## Abdul Rahman Kanoo International School



7 - 9 October 2024



Location  
Salmabad



School Type  
Private



No. of Students  
1747



Grade Levels  
1-12

Overall effectiveness

## Good with Outstanding Features

Students' Academic Achievement

Students' Personal Development and Wellbeing

Teaching, Learning and Assessment

Leadership, Management and Governance

### Review Summary

Abdul Rahman Kanoo International School, with its strong academic culture and leadership team, provides a solid foundation for students' overall education with remarkable personal development. To further enhance its offerings, the school needs to improve its Arabic language lessons by implementing more effective teaching strategies and setting higher expectations for students to allow the development of their proficiency levels. While the school actively promotes a vibrant culture of innovation, it can strengthen its data-driven instruction practices by utilising assessment data to inform teaching and provide timely feedback to meet the diverse needs of all learners. To better respond to evolving school needs, a distributed leadership model has been implemented, empowering staff at various levels to assume leadership roles. However, by implementing more rigorous internal documentation, tracking, and reporting systems, the school can enhance accountability and consistency across all levels to support its ongoing efforts to maintain high standards.

## Key Positive Features

- Comprehensive growth and development:
  - The school's forward-thinking approaches and the culture of innovation have contributed significantly to its overall progress.
  - Strong governance and a commitment to continuous leadership improvement have positively impacted the quality of teaching and learning outcomes.
- Nurturing a culture of excellence:
  - Students exhibit exceptional enthusiasm for learning and a sense of responsibility.
  - Promoting students' well-being and fostering a growth mindset are fundamental priorities and contribute to the sense of community within the school, this is a significant strength of the school.

## Recommendations

- Strengthen Arabic language proficiency: Enhance students' Arabic language skills throughout the school by setting higher expectations and implementing more effective teaching strategies.
- Enhance data-driven instruction: Utilise assessment data to inform instructional planning and ensure that teaching addresses the diverse needs of all learners by specifically offering students timely and more precise verbal and written feedback to guide their learning progress.
- Enhance accountability and consistency: Implement more rigorous, unified internal documentation, tracking and reporting systems to ensure consistency and accountability of leadership across all levels.

## Students' Academic Achievement

### Good

- Students consistently demonstrate high levels of attainment in both internal and external examinations, achieving 100% pass rates across most grades and subjects over the past three years. Proficiency rates are generally high in internal examinations in the academic year 2023-2024, particularly in Elementary School and grades 6 to 9 of Secondary School. In 2024 external examinations, 83% of Grade 10 students attempted five or more International General Certificate of Secondary Education (IGCSE) subjects, with 63% achieving A\*-C in a minimum of five subjects. In Grade 12, 37% of students attempted a full International Baccalaureate Diploma Programme (IBDP), with 89% passing and an average of 31 points. The proportions of students achieving grades (B and above) in (IGCSE) and (5 and above) in IBDP are above average in the majority of subjects.
- Students across the school have well-developed learning skills, including independent learning and critical thinking. They effectively use technology to enhance their learning. Their progress in lessons and written work is generally above expectations, although there is room for improvement in Arabic and for lower ability students in core subjects. While students demonstrate good command of spoken English and improved independent reading and writing skills, their Arabic language skills are less developed. In science, students actively participate in experimental activities and demonstrate age-appropriate investigations and observations, such as exploring reversible changes in the Elementary School and redox reactions in electrochemistry in the Secondary School. Across the school, most students develop age-expected mathematical skills, such as classifying geometric shapes based on their properties in the Elementary School and solving applied problems using geometric sequences in the Secondary School.

## Students' Personal Development and Wellbeing

### Outstanding

- Students are self-reliant, resilient, and confident. They feel valued and demonstrate exceptionally positive attitudes towards school life and a strong sense of belonging. They actively engage in a wide range of extracurricular activities and competitions, including the 'Fashion Show', 'Youth GCC' games, and 'MIT MISTI Innovation' series, fostering strong personal skills such as creativity, teamwork, and problem-solving.
- Students take pride in representing the school at events like the 'STEM Summit', 'BAS League', and 'Bahrain International Schools Eco Summit'. Cross-curricular activities (CCA) in Elementary School, Creativity, Activity, and Service (CAS) in Secondary School, and student-led initiatives like 'ARKISMUN' and 'UNESCO' projects are significantly contributing to their strong leadership skills. While leadership opportunities within classroom settings could be more consistent to further develop these skills, the school's focus on students' wellbeing and growth mindset remains a high priority.
- The school's approach to managing students' conduct, such as 'Play Therapy' and robust child protection procedures, has resulted in excellent behaviour and improved attendance over time. Through the 'IGCSE Rescue', students demonstrate an impressive understanding of social responsibility and consideration for others as they provide subject-specific insights to help their peers navigate their courses effectively.
- Students have a strong awareness of Bahrain's culture and embrace the values of local citizenship through their involvement in national social events such as 'Ghabga' night. They also actively engage in learning Global Perspectives and interact with the wider community as 'Global IB Youth Ambassadors' and through cultural trips to Sultanate of Oman. The school's commitment to sustainability is embraced by students' participation in the 'Green Recycling' fund raising and campaigns 'Simply Bottles' programme, and beach clean-up activities.

## Teaching, Learning and Assessment

### Good

- Teachers create safe, caring, and engaging learning environments, employing a variety of teaching strategies to motivate most students. Students are actively involved in learning, especially in science and (IB) programmes lessons. Generally, most lessons are well-planned and delivered with diverse activities and assessments, effectively developing students' knowledge and skills. Technology is integrated throughout the school's curriculum. Students use (Google Classroom) to access assignments and other online tools such as (Pear Deck) and (PhET) simulations to promote interactive learning.
- Cross-curricular links are thoughtfully planned and incorporated into the more effective lessons. For example, the concept of 'Freefall' in a Secondary School physics lesson is successfully linked to mathematics and psychology 'Areas of knowledge' in (IBDP) Theory of Knowledge. In the less effective lessons, ineffective classroom management, such as lengthy starters and fast-paced plenaries, hinder students' learning. In a few lessons, particularly in Secondary School Arabic, teachers' expectations of students are low, and their ability to adapt learning to meet individual needs is inconsistent.
- Assessment systems are well-established. Extensive analysis compares the learning outcomes of different students' groups based on Cambridge (CEM) baseline tests and internal assessments. The school uses tracking systems to monitor progress over time. However, the use of assessment data to personalise learning for students is inconsistent, especially in the Elementary and early Secondary School stages. Assessment for learning in lessons aligns with curriculum requirements. Most teachers encourage students' self and peer-assessments, fostering collaboration and developing critical thinking and independent learning. However, there are inconsistencies in using assessment results to provide timely and individual feedback and support to effectively address students' diverse academic needs.

## Leadership, Management and Governance

### Outstanding

- The school's leadership team demonstrates a clear vision for improvement, prioritising data-driven decision-making and fostering a collaborative and innovative culture that strengthens its community. The broad curriculum and effective resource management meet the needs of students while emphasising their well-being and growth mindset. The school's strategic plan outlines solid progress in strategic leadership and operational management, with clear structures for continuous improvement. To enhance accountability and consistency, the school needs to benefit from more rigorous internal documentation, tracking, and reporting systems.
- The school's distributed leadership model empowers staff at various levels to assume leadership roles, fostering shared responsibility for its success. Professional development opportunities are abundant and tailored to meet the school's current needs. Staff appraisals and development points are linked to both the strategic vision and identified professional needs.
- The school actively promotes innovation through various initiatives, including the use of 'iSAMS', which is a school management system to improve data management and communication, as well as forming the 'Student Sustainability' committee to increase sustainability practices and introducing the 'ARKISTECH' curriculum to enhance students' digital literacy. These initiatives demonstrate the school's commitment to providing students with the best possible learning experiences.
- The school encourages parental involvement through the 'Parent Volunteer Programme' that contributes to student learning and the termly 'Coffee and Communication' meetings for open discussions on school improvement. The governing body plays a crucial role in supporting strategic changes, ensuring continuity and alignment with the school's long-term vision. Their involvement has been pivotal in driving key initiatives, such as the 'ARKEDU' Scholarship Programme, which offers students valuable learning opportunities beyond school graduation.

#### Next Actions

**The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report.**