

Programme Evaluation Report

Head of School: Rob Becker

School Name: International Programs School

School Code: 052085

School Address: International Programs School PO Box 691 Dhahran Airport 31932 Saudi Arabia

IB Programme(s): Primary Years Programme

Programme Coordinator: Siham Dbouk

Date: Wednesday 21 December 2022

Student ages in which all students are engaged in PYP: 3–4, 4–5, 5–6, 6–7, 7–8, 8–9, 9–10, 10–11

Evaluation Team

Primary Years Programme

Evaluation Leader: Kathleen Khayatt

Programme Leader: Bassam Shoker

School and Programme Leadership

Dear Rob Becker,

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

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

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

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

A. School Context

School & Community Description

International Programs School has 1066 students representing over 38 different nationalities. The faculty is a mix of certified teachers from English speaking countries, the Middle East, and Saudi.

The school is the heart of the local community, with many sporting, social, and cultural events hosted by the school each year to bring the teaching, student, and parent community together.

Al Khobar/Dammam where the school is situated, is an economically prosperous area due to oil production, the medical industry, and import/export of goods. Many families at IPS are involved in the medical industry, often as doctors.

The area around the school has a high level of English bilingualism, and English is often spoken in the streets and in shops due to the large number of guest workers from India, Malaysia, the Philippines, and English speaking countries.

IPS has changed from a single owner entity to being under the ownership of a larger corporation. This change in status has necessitated the development of a board of directors and additional communication structures with the parent corporation. While the day-do-day operation of the school is not impacted, the financial aspects of the school are no longer independently operated.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)
 - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
 - The IB mission serves as an important driver for the school in all aspects of implementing the IB programme.
 - The governing board and the school leadership team show a strong commitment to the IB philosophy and mission. In the new structure of the governing board shows commitment through ensuring a solid financial backing for the development of the program.
 - **Purpose 2:** The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)
 - The school's identity is shaped by the IB philosophy and programme implementation is guided by the principles of an IB education. The pedagogical leadership team ensures that all decisions made are in line with the IB mission and philosophy.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - The school's commitment to the Learner Profile permeates strongly in all areas of the curriculum and is well incorporated within Islamic Studies, Arabic and Social studies of the region which are mandatory subjects with a curriculum set by the local Ministry of education.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
 - **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)
 - The school has demonstrated long-term sustainability of the programme, through its latest campus expansion, the restructuring of the Governing body, consistent student enrollment, student growth and achievement, staff retention plans and curriculum offerings.

- The school governance and leadership teams implement the programmes with fidelity and integrity, ensuring decisions regarding programme implementation and development are informed by IB principles and practices, IB rules, regulations and requirements.
 - **Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)
 - The PYP Coordinator is empowered to facilitate the successful implementation of the PYP programme. The coordinator's input and knowledge of the program has been a key driver to the successful implementation and development of the PYP. The school board and the leadership team respond favorably to the recommendations offered by the PYP coordinator. The planning ensures that the input from the PYP coordinator is addressed.
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - The school's facilities are adequate, safe, functional, well-maintained and support the school's mission and students' learning. Learning spaces are designed and used in innovative and flexible ways to reflect students' needs and interests.
- Teacher support (0203)
 - **Teacher support 1:** The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)
 - The school ensures teachers use current IB resources and review their practice through a professional learning community structure and a range of opportunities for continuous professional development related to students' learning, and individual teachers' needs, and school-wide priorities.
 - **Teacher support 2:** The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)
 - The school has assigned a manager in charge of overseeing professional development and a comprehensive professional learning plan is in place to support individual teacher development, as well as meeting the needs of the programme. The coordinator and the PD manager track all the PD offered to the teachers and ensures that training is ongoing and at this

point all teachers have completed category 1 workshops and there is a plan developed for the next phase.

- **Teacher support 3:** The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)
 - Teachers have the opportunity to meet once a week for collaboration and reflection. There is a protocol to promote effective use of planning time and opportunities to share practices.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
 - Policies are revised regularly and collaboratively, with input from all the stakeholders, to ensure they remain consistent with the school's mission and support the school in achieving its vision and its strategic goals.

Learning: Ensuring effective education

- Designing a coherent curriculum (0401)
 - **Coherent curriculum 1:** The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)
 - The curriculum in general and notably the national requirements subject areas of Arabic language, Social Studies and Islamic Studies promote the development of international-mindedness and the attributes as stated in the IB learner profile.
 - **Coherent curriculum 3:** The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community.
 - There is a system for the regular and planned review of the curriculum, considering changing students' needs and school context. The Pol is revised annually.
- Students as lifelong learners (0402)
 - **Lifelong learners 1:** Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

- Students are actively involved in their own learning , as demonstrated by the examples of independent inquiry, self-reflection and peer evaluation shared.
- **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
 - The design of learning spaces and learning engagements reflects the strong emphasis and explicit focus the school has on developing a culture that supports healthy relationships, shared responsibility and effective collaboration.
- Approaches to teaching (0403)
 - **Approaches to teaching 1:** Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)
 - Learning both inside and beyond the classroom is conceptual, contextual and highly interactive. Learning engagements, teaching strategies and subject matter all confirm this to be a consistent teaching approach at the school.
 - **Approaches to teaching 2:** Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)
 - As demonstrated in the planning documents, the classroom visits and the students' actions, concept based inquiry framework is the basis to understanding how teachers scaffold students' thinking to build conceptual, transferrable understanding and apply it in real world situations.
- Approaches to assessment (0404)
 - **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
 - As demonstrated in the student portfolios and through conversations with the students, assessment is ongoing in the form of formative and summative. Data is used to inform the teaching and learning. Feedback is constructive and clear.

C. Requirements

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

D. Development of IB Standards

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

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

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	PYP: Offers opportunity for further development	PYP: Offers opportunity for further development	

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.</p>	<p>PYP: Shows development beyond requirements</p>	<p>PYP: Shows development beyond requirements</p>	
<p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p>	<p>PYP: Shows development beyond requirements</p>	<p>PYP: Shows development beyond requirements</p>	
<p>Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.</p>	<p>PYP: Shows development beyond requirements</p>	<p>PYP: Shows development beyond requirements</p>	
<p>Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.</p>	<p>PYP: Shows development beyond requirements</p>	<p>PYP: Shows development beyond requirements</p>	

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

Programme development strengths

Planning

- The PDP focus area, which is to ensure that there is a concept based inquiry framework that supports teachers in understanding how they can scaffold students' thinking to build conceptual (transferable) understanding themselves, then to take their learning and apply it in real world situations clearly outlines the impact the school wishes to achieve and the actions to undertake to achieve this goal The school team identified a range of resources to support the work.
- The plan was clearly articulated to the school community.
- The plan and its goal have a direct relationship to learning within and outside the classroom, for all students.
- The school established an effective structure for programme development planning, including timelines, focus groups, and guidance for community participation in the form of questions or success criteria.

Evidencing and analysing

- The school showed a high level of commitment and resourcefulness in implementing their programme development plan.
- Numerous examples of effective practice and action research were shared by the development team. They demonstrated the extensive engagement and high degree of collaboration involved in the programme development work.
- Effective mechanisms and strategies were devised to measure and monitor the impact of the work and the plan.
- The school demonstrated that the process resulted in a positive improvement in the student experience.

Reflection

- The development team communicated in detail the lessons learnt and changes made as a result of their programme development effort.
- The school was able to make systemic improvements as a result of the programme development process.
- The school's reflection on the programme development plan concluded a positive outcome was achieved, as demonstrated by the teaching practices and learning outcomes.
- The process showed clearly how programme development planning is an integral part of learning and teaching at the school.

Areas for consideration

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

Planning

- Including a wider range of stakeholders in the planning process for future development plans.

Evidencing and analysing

- The leadership team must ensure that there are always multiple ways to gather data and evidence including interviews/surveys, achievement data, observation of students engaged in learning and samples of student work to monitor the journey towards achieving the desired outcome of the PDP area of focus.
- The leadership team needs to continue to ensure that evidence is tied to student experience.

Reflection

- The leadership team must continue to ensure that all relevant stakeholders have the opportunity to share input into the reflection process.
- The leadership team considers including in the plan a review cycle for ongoing monitoring and adjustment; and consider progress reports or update presentations to the relevant stakeholders.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Continue strengthening the concept based inquiry framework to deepen the teachers' understanding and to strengthen their ability to plan concept based inquiry Lessons.
- Offer opportunities for teachers' to gain confidence in planning concept based inquiry which in turn will increase the students' success in building their own conceptual understanding and transferring learning.

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

Future or further development:

Environments / Student support (0202) / Student support 5:

- The school might consider enhancing the curriculum and providing students with more opportunities to link what they are studying to real life situations.
- The school might wish to consider making greater use of the resources available in the wider community to make real life connections.

Culture / Culture through policy implementation (0301) / Culture 1:

- Observations during the visit lead to the suggestion that the school might wish to audit provisions available for learning support to ensure the maximum opportunities for students to access the programme.

Culture / Culture through policy implementation (0301) / Culture 2:

- The school might consider expanding on their inclusion policy to clearly identify the ways that they meet the needs of the students already accepted.

G. Conclusions of the Evaluation team

International Programs School lives its mission statement and is a caring community. The school governance and leadership team demonstrate pedagogical leadership in line with the philosophy of the IB programme and are supported by teachers who are professional and passionate lifelong learners. Parents and students appreciate the strong sense of family and ongoing support in bringing the community together.

Open communication based on understanding and respect amongst all stakeholders is the norm in the school.

The programme development plan focused on enhancing concept based inquiry framework that supports teachers in understanding how they can scaffold students' thinking to build conceptual transferable, understanding themselves, then to take their learning and apply it in real world situations. This focus has started to show positive impact on the learning and teaching experiences in the school and certainly worth mentioning is the impact evidenced during the visit to subjects that are national requirements with preset curricula.

The school continues to show its commitment to the IB philosophy and provides a model of continuous reflection toward programme growth.

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

Primary Years Programme

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

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Pascal Ashkar (pascal.ashkar@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Adrian Kearney". The signature is fluid and cursive, with a large initial 'A' and a long, sweeping tail.

Adrian Kearney
Director, IB World Schools