



Newton International Academy

Community Data

*An International Community of
Learners, Striving for Excellence and
Celebrating Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

This summary outlines key considerations for collecting, sharing, and utilising community data to inform school improvement strategies, aligning with national and international accreditations, inspections and school improvement focusing and emphasising on community engagement and well-being.

1. **Comprehensive Data Collection:** Below highlights the importance of regularly collecting data from the school community across four key domains:

- **Learning and Achievement Data:** This includes academic performance metrics, progress monitoring, and attainment levels of our pupils. We need to ensure we are systematically gathering and analysing this data to identify areas of strength and areas needing improvement, particularly in light of NIA's T&L priorities and academic achievements and ensuring high standards of student outcomes.
- **Community Perception Data:** Understanding the perceptions of parents, staff, and other community members is crucial. This includes their views on the school's climate, safety, communication, and overall effectiveness. Tools like surveys, focus groups, and informal feedback mechanisms should be used regularly to gather this data. Given our commitment to strengthening community relationships and fostering an open communication with all stakeholders, we must ensure we are actively soliciting and responding to community feedback on this initiative.
- **Critical Incident Information:** Collecting and analysing data related to critical incidents (e.g., bullying, safety concerns, disciplinary issues) is essential for creating a safe and supportive learning environment. Our existing incident reporting system is regularly reviewed to ensure it is effective and user-friendly. We robust safeguarding practises and effective incident management. Through termly Pastoral surveys and Health & Safety meetings, we collaborate to ensure a safe learning environment following safety protocols.
- **Well-being Information:** Data on student and staff well-being is paramount. This includes information on mental health, emotional well-being, and social-emotional learning. We utilise tools like well-being surveys, student well-being platforms, student support referrals, and staff feedback to gather this data. We prioritise data collection related to this area across the whole school community.

Newton Group Values:

 Support	 Honesty	 Respect	 Transparent Communication	 Social Responsibility	 Personal Accountability	 Environmental Awareness	 Empathy	 Diversity
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2. Frequency and Tools: The frequency is determined by the type of data and the purpose of the collection. For example, learning and achievement data may be collected termly, while community perception data may be collected annually or bi-annually including quantitative and qualitative methods:

- **Surveys:** For gathering large-scale data on community perceptions and well-being.
- **Focus Groups:** For in-depth exploration of specific issues or concerns.
- **Interviews:** For gathering individual perspectives and experiences.
- **Data Analytics:** For analysing existing data sets (e.g., attendance records, academic performance).
- **Observations:** For gathering data on student behaviour and classroom climate.

3. Data Sharing and Communication: NIA believes the importance of transparency and open communication with the school community. Gathered data is shared with relevant stakeholders in a timely frame.

Methods of Sharing:

- **School Website:** For publishing key data points and reports.
- **Parent Meetings:** For presenting data and facilitating discussions.
- **Newsletters:** For sharing updates and highlighting key findings.
- **Governing Body Meetings:** For informing decision-making and accountability.
- **Whole School Communication:** Via emails and staff meetings

4. Data-Driven Decision-Making: The ultimate goal of data collection is to inform decision-making at all levels of the school. Teachers, school leaders, governors use data to:

- **Identify areas for improvement:** Where are we falling short of our goals?
- **Develop targeted interventions:** What strategies can we implement to address identified needs?
- **Monitor the effectiveness of interventions:** Are our efforts making a difference?
- **Allocate resources effectively:** How can we best use our resources to support student success?
- **Inform strategic planning:** How can we use data to shape the future direction of the school?



Conclusion

By systematically collecting, sharing, and utilising community data, we can create a more responsive, effective, and equitable school environment. This approach aligns with the national and international accreditation frameworks and inspections with an emphasis on community engagement, student well-being, and continuous improvement. Focusing on NIAs school objectives through data-informed strategies will be key to our continued success.

