



Membership Engagement Report

for

Newton International Academy, Barwa City

October 2024

CIS Code of Ethics

School Response

Newton International Academy, Barwa City (NIA) is transparent with adhering to and implementing our duty and responsibilities towards fulfilling the promises stated in our guiding statements, policies, contracts and promotional materials. The demographics of NIA families are reflective of the student population. We are an international school with over 60 nationalities represented in our student body. All nationalities are recognised and celebrated through different school events such as National and International Day, Languages and Arabic Weeks. NIA strives for excellence in everything we do starting with sharing our vision and embedding this into our practice and school life. By implementing our mission statement, school values and school objectives, NIA ensures a nurturing culture of care in which the education, safety and well-being of students and others are paramount. We share regular surveys and implement regular appraisals to all stakeholders to validate and promote well-being of our NIA community. Safety is a vital part of our daily operations and we continue to provide a safe learning environment for all stakeholders. NIA implements all safeguarding protocols to ensure safety for all of our students. Our Safeguarding Team & Leads are fully qualified to support and implement safeguarding procedures, policies, and the platform My Concern to record incidents confidentially. We implement safer recruitment and ensure that the single central record checklist is updated. NIA recruits professional staff with the recognised qualifications and skills that are approved by the ministry of education. Staff completes the Data Protection PD on Educare to guide all staff on the confidentiality of school information records & data. All staff have to adhere to and acknowledge the school's professional code of conduct policies and procedures and their job descriptions in writing.

NIA caters for children from Foundation 1 to Year 13. We provide a supportive environment that encourages children to be the best they can be, both academically and creatively. Through their learning journey we aim to encourage our children to be life-long learners, working with others to solve problems and make our world a better place by fostering students holistically. Our students participate in Philosophy 4 Children where we promote the 4C's (Caring, Collaborative thinking, Creative thinking and Critical thinking). Character Education supports defining the type of thinking we try to develop. Students are engaged in both internal and external environments ensuring a balance of learning and acquiring of knowledge and developing and nurturing their social and emotional skills. NIA participates in environmental projects such as Beach Clean Up, DEAP Qatar Conservation, Bedyia Business Composting project, recycle projects, recycling waste management and eco schools projects. At NIA we recognise that the education of children is something that cannot happen without the support of the Parent body and greater community. Parents are encouraged to be active participants in the education of their children. NIA has an active PTA which works closely with the Senior Management Team. We maintain open lines of communication by encouraging Parents to use all communication platforms such as Class Dojo, Renweb, school emails and school telephone (landline and mobile) lines. Parent Handbooks, termly newsletters, curriculum outlines on the school website and Parent workshops are other examples of how we have regular face to face meetings and also welcome Parent visits to the school as we value their partnership.



CIS Response

Newton International Academy, Barwa City (NIS) is one of several schools in the Newton Group. NIA, while not the first school in the group, has been experiencing rapid growth and success, with several students transferring to the school from other schools within the group. While all the schools in the group share standardized policies and guiding statements, NIA is able to formulate these into the “NIA way”, with the agreed understanding that all actions will place students first. The Board noted that their role is to support the leadership team while at the same time growing with them. They believe that the leadership team should feel a sense of ownership that it is their school.

NIA has received the top Qatari accreditation award for the past five years, and the Board feels that the international accreditation standards provided by CIS will support future progress, increase standards, and support the school in its journey towards self-improvement.

The leadership team and Board work cooperatively together and have designated roles clearly assigning responsibility. The leadership team brings any initiatives to the Board who noted that they then work with the leadership team to adapt and provide the budget for approved initiatives.

NIA student leadership teams provide an avenue for students to engage with the school regarding matters of interest and concern to them. Students are responsible for driving several different initiatives. The Primary and Secondary Schools each have their own student councils and older students support the younger students in each division to ensure that their voice is heard. In conversations with the students, they spoke enthusiastically about the responsibilities that they have within the school. They noted that they were responsible for running the MUN, which saw high numbers of the student body taking part in.

Developmental Considerations

Those responsible for the school brochure should ensure that it is regularly reviewed and contains accurate and up-to-date information about the school.

Those responsible for the NIA website should consider ways to ensure that the website is regularly reviewed and includes clear information about the school for prospective families and staff.

Purpose and Direction

School Response

NIA’s Vision, Mission and Values are shared with all stakeholders and fully embedded at all levels and in all aspects of the school life. Our purpose and direction are to provide a safe learning environment and holistic education for all learners by implementing these in our daily school activities. NIA’s vision of being an “international community of learners” is extremely appropriate. Many parents are here through employment commitments but some have been in Qatar for a number of years. NIA



has recently undergone the Ministry of Education Accreditation process in 2022, and we were once again awarded the Outstanding 5 Year Accreditation. NIA also completed a BSO Accreditation in 2023 achieving Good with some elements of outstanding. We strive to further develop the culture of continuous school self-evaluation, measuring against BSO, UK and international benchmarks. To further gain National and International Accreditations to further validate NIA standards, we have been accredited with COBIS membership in 2023 and have completed the process and visitation of the BSME membership country representatives. We have a 3 year whole school strategic plan that is transparent to all stakeholders and drives the direction and purpose of the school needs and developments.

Our purpose is to improve and further develop our areas of developments and further enhance our areas of strengths by raising standards each year. Furthermore, each department has action plans filtered through at different levels to achieve the school's objectives. NIA implements surveys to parents, pupils and staff to gather feedback and evidence to support and validate current practices and implement new systems or ideas to ensure progress continues. NIA communicates using different platforms such as emails, Class Dojo, Renweb, regular in school meetings such as individual and whole school parent meetings. Students participate in school assemblies, school events and trips, student council and student leadership meetings. Parents collaborate through meetings, workshops, policies, surveys and PTA meetings. Staff have regular weekly meetings with middle & senior management. Senior management have regular weekly meetings with the CEO and board members. Weekly, termly and annual reports are shared with the CEO. All departments follow through with their action plans, surveys, appraisals and observations to ensure communication is transparent and the school takes in account all feedback. Feedback from surveys are shared and actioned where possible. All school plans and appraisals are reviewed termly by senior management and CEO and feedback is provided at all levels. Stakeholders are accountable for implementing the whole strategic plan and school accreditations, hence we have an accreditation plan that is shared with all stakeholders to ensure complete transparency of the purpose and direction of the school. NIA aims to provide the highest quality of education possible for students of all abilities. NIA participates in the Standardised International Testing in English, Mathematics and Science as well as in TIMMS, PIRLS and PISA worldwide. NIA achieves excellent results and contributes to the Education standards in Qatar. NIA strives to deliver an excellent education alongside the Qatar 2030 Vision Plan to transform Qatar.

CIS Response

NIA shares its guiding statements with all the schools under the Newton Group and as such, these statements were already in place when the school opened. These are reviewed every year with all stakeholders via a survey. The school takes the feedback received in the surveys and applies this to the strategic plan. Each school in the group has its own unique, strategic plan. In addition, the school has linked the guiding statements into the curriculum and refers to this as the NIA way. The head office for the Newton Group oversees the overall standards and policies for all the schools and is also responsible for the websites for all the schools. As much of the information between the schools is shared, links to information from NIA's website often direct to the group pages, which can be confusing to users. For example, the guiding statements are not shown on the NIA website as would be expected. The guiding



statements appear within the school brochure, which can be found as a link from the webpage.

NIA is at capacity in most grade levels. Prospective families are still invited to see the school in practice and are offered consultations with a member of the leadership team. Guided tours are conducted by a deputy and students can have a trial day. Program offerings can be adapted to meet the needs of the older students who apply to the school. The school emphasizes the importance of establishing a strong partnership with the parents and this includes a requirement to sign a partnership agreement when they enroll at the school. The guiding statements play an implicit role in the admissions process.

The guiding statements play a role in the hiring process with a focus on the school vision and the candidates receive an introduction to the guiding statements during the interview process. The candidates are asked questions that link to the guiding statements and how they would demonstrate the values in the classroom.

Developmental Considerations

Those responsible for the school website should consider revising this such that the school's guiding statements are clearly visible directly on the Newton International Academy Barwa City website rather than by being redirected to the Newton Group homepage.

The admissions team should consider ways to have the guiding statements play an explicit role in the admissions process to help strengthen the families' understanding of their importance.

High-Quality Learning and Teaching

School Response

NIA comprehensive curriculum maps based on the English National Curriculum, MOE requirements, innovative teaching strategies and detailed lesson plans, which are aligned with the UK national standards. Our curriculum is reviewed annually and revised according to the needs of the students, any changes in the curriculum and requirements of the exam boards. Recently we have added Global Perspectives, Enterprise, Thinking skills, Travel and tourism, Drama and English General Paper in KS4 and KS5 to widen the breadth of our curriculum which was traditionally based on STEM, Languages, Arts, Sport, Humanities, Environmental Management, Business Studies and Economics. The main methodologies at NIA in learning and teaching include critical thinking, problem solving, active and enquiry based learning, use of technology and e learning and collaboration between students.

Regular assessments and progress monitoring tools track student achievement, while data-driven analysis and adjustments ensure continuous improvement. Our students work towards international assessments - GL assessments (previously Hodder), iGCSE, IAS and IAL. Our gifted and talented students follow a range of fast track programmes from Year 9. This allows the more able students to achieve up to 12 iGCSE, 5 IAS and 5 IAL qualifications by the end of year 12 or 13 and to be highly competitive when



applying to universities internationally. Until the end of 2023-2024 academic year, due to the solid KS1, KS2 and KS3 curriculum knowledge base, all Year 9 students commenced following the iGCSE curriculum before reaching year 10 and completing at least 1 iGCSE external exam already in year 10. Furthermore, in Secondary, all students study and are examined in Higher Mathematics.

We prioritise professional development, offering extensive training and collaborative opportunities for our staff. Regular classroom observations followed by feedback and target setting, student feedback, and robust stakeholder engagement further validate our efforts. By consistently monitoring and refining teaching practices through structured appraisals, we uphold our commitment to providing a nurturing and effective learning environment for every child.

Our well-equipped learning environments, coupled with strategic planning and quality assurance processes, underscore our dedication to fostering an outstanding educational experience. Effective practice is shared in a number of ways which includes: Teaching & Learning Committee, Leading Edge projects such as MUN, TEDx, Duke of Edinburgh, Weekly bulletin ideas, Observations – formal and informal, peer observations, Professional dialogue, PD Days, Departmental meetings, Staff meetings and SMT and staff led workshops. The Teaching and Learning Committee which includes SMT and MMT is responsible for ensuring effective teaching across all subjects, evaluating the quality of teaching, monitoring and raising standards of learners' achievements and setting targets for improvements. Differentiation, challenge and lesson adaptations are present in all lessons. There are also opportunities for cross-curricular collaboration at NIA. We are also committed to enhancing teaching and learning practices based on feedback from accreditations. We actively use accreditation insights to develop action plans.

As a result, the value added at NIA, contrasting the cognitive ability of students tested in CAT4 and end of term grades, is positive for the vast majority of students across all levels of NIA which is clear evidence of students successfully grasping key concepts and understanding the curriculum and many of our students achieve outstanding results in internal and external assessments.

CIS Response

NIA does not have a definition of high-quality learning and teaching, however, the leadership team noted that the school's "NIA way" drives what happens in the classroom. The academic teams across the school regularly discuss how to best engage the students and there is flexibility at the top end of the school to adapt the program to meet the needs and interests of the students. Teachers are responsible for ensuring that students understand the lesson objectives and progression. Students are provided with extension tasks when necessary and assessment takes on multiple forms to assess their understanding. These tasks often include peer feedback.

The school uses Google Classroom and Class Dojo as a way to support student learning and make the learning visible to parents. There is ongoing support for parents to ensure they understand the programs and parent-teacher conferences take place each term. This can be more frequently if required. Students can attend the conferences if their parents wish but this is not an expectation. The school does not conduct student-led or three-way conferences.



The staff have appraisal action plans and staff appraisal is linked to school-wide objectives. Staff set personal targets alongside department and leadership-initiated targets. The school has adopted a 2-year program for early career teachers to support their growth and development as educators; these teachers are assigned a mentor and any staff member can be trained to become a mentor.

During the virtual visit, the students shared numerous engaging learning experiences across a variety of subjects as well as extended learning opportunities beyond the classroom. The students, across grades, spoke about the support they received both in the classroom as well as through the extended day, if they wanted additional help. They noted that they just needed to ask for help and the teacher would support them. In addition, the older students spoke about opportunities via Google Classroom to access extra activities. Staff were always at hand to give feedback. In secondary school, they noted that in addition to provisions for differentiation in the classroom, there were also accelerated classes in place for those who needed additional challenges. They appreciate the flexibility of the program offerings that allow them to work at their own pace.

Developmental Considerations

The academic leadership team should consider exploring ways to work with staff to unpack work that has already taken place with articulating and embedding the “NIA way” into teaching and learning to create a school-wide definition of high-quality learning and teaching.

The academic leadership team should consider exploring the potential benefits of expanding the current parent-teacher conferences to include three-way conferences and/or student-led conferences.

Well-Being

School Response

NIA promotes holistic well-being and mental health. We strive to make NIA a place of emotional well-being and support by improving mental health provision for all students, staff and parents. NIA participates in the Well-Being Award for Schools that focuses on changing the long-term culture of the whole school. Using an evidence-based framework to drive change, NIA nurtures staff and student well-being, review our staff training and policies. The Well-Being Award for Schools framework focuses on all stakeholder's well-being and actively promotes emotional well-being and mental health for all. As a school we have implemented our own well-being vision ‘Thriving together: A community committed to the well-being of all. Empowering minds and nurturing hearts’.

We provide a positive culture to ensure that emotional well-being and mental health is regarded as the responsibility of all. We provide training for staff such as Stress Management, Mental Health Awareness and Teachers Self-care strategies workshops. We continue to offer high-quality, ongoing professional development so our staff feel confident responding to students' needs. Other online PD & support we provide are from the online TES, Educare, The National College and COBIS PD platforms.



NIA provides fitness programs like Yoga and Fitness training to staff, fun activities such as 'Staff Bake Off & Cook Off' and Sport Team Building activities. We implement a whole school social yearly plan with events, activities, end of term gatherings such as End of Term Staff & family Barbeque and End of Year Staff Celebrations. In June 2024 we celebrated all long serving staff who have been with NIA for 10 or more years. We also provide staff access to an Employee Assistance Program through MantraCare online platform. NIA implements a strict Safeguarding Policy and all staff are recruited and employed through a safe recruitment process that follows rigid procedures. Staff References are checked, received and recent UK ICPC and police clearances are in place to ensure all staff are eligible and safe to work with children. All staff are trained in Safeguarding and Designated Safeguarding Leads to ensure processes and procedures are protected. We have policies such as: Health & Safety, Safeguarding, Child Protection, Pastoral Policies, Behaviour Management, Anti Bullying, Counselling, Spiritual Moral Social and Emotional Policy.

For students we held assemblies on the My Amazing Brain in Primary & Let's talk about Happiness in Secondary. NIA promotes and encourages student leadership across the whole school with student council, prefects etc. We also have internal School Counsellors in Primary and Secondary to follow up on daily cases and support students in distress. All cases are dealt with confidentiality between parents, school counsellor and the safeguarding leads. NIA uses My Concern platform to log all safeguarding concerns. We implement Positive behaviour for learning strategies, merit systems and have weekly student assemblies highlighting students' awards, achievements, celebrating success and sharing positive praise on a daily basis.

Parents are able to meet through regular parent meetings and online platforms such as Class Dojo & Renweb. We collaborate and work with the whole school community to support emotional wellbeing and mental health. Workshops are provided to parents each term to support their needs in various areas. Our vision and strategy is to promote and protect emotional wellbeing and mental health. We engage in supportive networks such as Flourishing Minds, Evolve and the Mind Institute to ensure systems and external partnerships are in place to support different types of emotional and mental health needs.

CIS Response

NIA places high importance on student and staff well-being. They have set an annual budget explicitly to provide funding for community well-being activities. In conversations with the leadership team, they noted that they would like to see well-being added to the guided statements. They are implementing the Well-Being Award for Schools through Optimus Education. At all levels of operations and leadership, the conversation centers around well-being (social and mental) and working together as a "family" to celebrate achievements across the community.

Student well-being drives decision-making with a priority placed on keeping students safe and new initiatives being approved and implemented if they can demonstrate that they will benefit students. New students are assigned a buddy and have regular check-ins with the Head of Year. The school has assigned well-being prefects across the school who are there to support their peers.



The feedback from the student survey is used to provide the leadership with data and address ways to improve the school experience for the students. The staff, students, and parents come together for activities that will help to build a sense of community.

The school counselors are available to support students and provide workshops on mental well-being. A second counselor was recently hired to support ongoing work. Students are monitored and supported in ways that meet the needs of students at all levels of the school. The counselors follow the expected protocols regarding student safeguarding. The staff build strong relationships with the parents of Early Years students. As the students move through the school and can start advocating for themselves, the teachers and counselors address student well-being with the students directly. Older students receive workshops on how to cope with exam stress.

The school has an established team to support students with careers and college counseling. Careers Day is open for students in year 9 when the students are starting to make decisions regarding subject choices and further pathways. The college counseling increases as the students move through the school.

New staff are provided with ongoing support and are buddied up with a staff member. Prior to coming to the school, they are in regular communication, and upon arrival, they are met at the airport and provided with a welcome package. The school provides support with personal needs and if required will provide an advance on salary. All staff are respected at the school and the leadership team spoke about consulting with staff as opposed to telling them what to do. Provisions are in place for staff to provide feedback anonymously. Time is invested in building a sense of family among the staff and with all stakeholders.

Students at NIA spoke highly about staff, their peers, and the support that the community provides for each other. They shared that NIA was a place where they felt listened to and where they could comfortably share their opinions without being judged. They were confident in expressing ways to make improvements and how to bring forward any concerns. They believe that student voice is strong at NIA.

Developmental Considerations

The leadership should continue the good work to promote community well-being and further explore ways to bring well-being explicitly into the guiding statements when the guiding statements are next reviewed.

Global Citizenship

School Response

At NIA the concepts of global citizenship and intercultural learning are deeply embedded in all aspects of school life and learning. Our school values, vision and mission also underpin the principles of global citizenship. We promote equality, critical thinking, adaptability, understanding, empathy, and cooperation as well as different viewpoints, honesty and personal accountability in every lesson. Weekly assemblies and show-and-tell sessions celebrate successes and mark important occasions like Anti-Bullying Week, Languages Week, International Day, etc. emphasising the



importance of diversity and community. By integrating sustainability, tolerance, harmony etc. into P4C sessions, assemblies, and Character Education sessions, NIA ensures that students not only develop academic knowledge but also acquire essential social and ethical skills that prepare them to become responsible global citizens.

Circle time, based on the Philosophy for Children (P4C) model, Year 6 debates as well as debating in Secondary English lessons and students participating in Qatar Debate, TEDx talk and MUN conferences throughout the year promote critical thinking and open discussion about global and cultural issues. Older students mentor younger ones, supported by prefect buddies, enhancing peer learning and social cohesion. Class worry boxes, school councils, and restorative justice practices ensure students feel heard and supported. Daily rewards through DOJO, merits and house points, as well as yearly sports events and community outreach led by the student council, further strengthen our inclusive and participatory school culture. We also include initiatives such as mindfulness sessions / Character Education and conflict resolution programs to enhance our commitment to creating a supportive, globally aware learning environment.


Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to global citizenship and the life of the school and the wider community. We provide many opportunities to promote pupils' personal and social development through the curriculum, including: Anti bullying week, Belonging and identify; first aid, Duke of Edinburgh Award which includes Service/volunteering, skill, and physical activity, substance education, financial education, Careers education, Careers fair, and guest speakers. Outside of the main curriculum the following adds value to PSHE and global citizenship within the wider school context: house activities, peer education, mentoring programme, whole school events e.g. healthy week, educational visits, school trips and sports teams. As a consequence, every year our well rounded holistically developed students who become true global citizens are accepted and succeed in universities internationally.

PSHE in Secondary is a basic entitlement for all students and it teaches about the values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and contributing members of society.

This is also the fundamentals of Global Citizenship. Students from year 7-11 study Global Citizenship as outlined by the iGCSE Pearson Edexcel curriculum. In KS5 students can select Global Perspective as a natural continuation of their earlier studies. Students also learn a great deal about different cultures and countries in our annual Languages week and International Day celebrations which bring together the whole school community including parents, French exchange with other local French schools or overseas schools, and on numerous overseas trips which take place every year.

CIS Response

NIA has referenced global citizenship within its mission statement and values. The school does not have a definition of global citizenship at this time. The school looks for opportunities to work internationalism into the curriculum and to bring what is going on in the world into the classroom as opportunities arise. The PHSE curriculum embeds aspects of international mindedness through the topics that the program introduces.



The school ensures that all cultures represented within the community are welcomed and the leadership team noted that there is no animosity between the cultures in the school. The school celebrates their values regularly, highlighting a different value each month.

The students were able to articulate what being a global citizen meant to them and provided several examples of activities that they engaged in which provided an opportunity to develop the values associated with being a global citizen. They noted that the school has a committee for each of the school values and students play a role on these committees, helping to bring them to life.

Developmental Considerations

The school should consider working with the students, staff, and parents to develop a shared definition of global citizenship ensuring that there is a common understanding of what this means and looks like to the NIA community.

Conclusion

Newton International Academy, Barwa City, is a school that walks the talk at all levels of operations, where mutual respect is expected and modeled by staff, students, and Board members and where everyone has a voice. The school's vision was alive in conversations with the Board, leadership team, and student representatives. They are proud to be a part of the school and recognize the role that they all play in making the school a better place.

The CIS Evaluator would like to thank Nadia January, Principal of Newton International Academy, CEO and Board representatives, members of the leadership team, staff, and student representatives, for their open and engaging conversations during the virtual visit.

CIS looks forward to supporting Newton International Academy, Barwa City, on its ongoing journey of self-improvement and the exciting and rewarding times ahead.