Best Practice with Teaching Assistants Award (BPTAA)

Verification Report

School name:	Newton International School – Barwa City
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Award verifier:	Emma Symonds
Award adviser (if applicable):	NA
Date of verification:	Thursday 11th September 2025

Commentary on the evidence provided:

A comprehensive virtual evidence folder was submitted as part of the verification process, clearly demonstrating the school's commitment to achieving and sustaining best practice. The folder was well organised and included a wide range of key documents, such as policies, calendars and practical guidance, all of which highlighted the clarity and consistency of the school's systems. The inclusion of feedback evaluations showed that stakeholder voices are routinely sought and acted upon, reinforcing a culture of responsiveness and continuous improvement.

Photos of the school environment captured high expectations in action, showcasing informative displays, accessible resources and a strong visual identity that reinforces values and routines. Supplementary booklets and materials added further depth, offering insight into day-to-day practices and learner support strategies. The final presentation provided was detailed, reflective and informative. It successfully charted the school's journey, identified clear strengths and illustrated the impact of their work with authenticity.

The submission demonstrated the significant effort invested in this process, reflecting a school-wide commitment to excellence. Evidence of stakeholder feedback was strong and helped validate the success of strategies in place. In addition, plans for further development were clearly articulated,

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with ongoing objectives and next steps showing how the school intends to maintain momentum and build on the positive progress already made.

Strengths identified during verification:

Newton International Academy, Barwa City, has demonstrated a strong and well-rounded commitment to the development, deployment and professional recognition of Teaching Assistants (TAs), as evidenced through their achievement of the Best Practice with Teaching Assistants Award. The school views TAs as integral members of the educational team, working in partnership with teachers to shape learners' futures. This ethos is evident in the systematic structures in place to empower, develop and evaluate the work of TAs, as well as in the culture of mutual respect and collaboration that permeates the setting.

A major strength is the clear and supportive induction process in place for new teaching assistants. Induction unfolds over time, ensuring new staff are welcomed thoroughly, given time to settle, and provided with clear expectations and guidelines. TAs are paired with mentors and supported through structured and informal opportunities to shadow colleagues, attend meetings, and ask questions. The approach builds strong relationships, fosters confidence, and sets a firm foundation for professional growth. The induction process is also reflective in nature, with staff encouraged to evaluate what is working well and where additional support may be needed.

TAs are deployed thoughtfully and flexibly across the school. Their timetables are aligned with the needs of learners, ranging from whole-class support to small group work and 1:1 interventions. This tailored deployment is responsive and takes into account the unique strengths and experience of each TA. The school has invested in ensuring TAs understand and contribute to teaching and learning at a deeper level, including involvement in progress tracking, intervention planning and analysis, and even contributing to medium-term planning. Such trust and inclusion build a sense of purpose, raise professional standards, and directly impact learner outcomes.

A key strength of the school is the way teaching assistants are embedded into planning, preparation and assessment processes. Their feedback is actively used to shape and refine teaching, particularly in reading and intervention work. This leads to more responsive, personalised learning and measurable improvements in pupil progress. Weekly forecasting and one-to-one meetings ensure collaborative planning and clear communication between teachers and support staff. Visual evidence shows TAs confidently leading support in core areas such as reading, mathematics and EAL, reinforcing their role as valued, effective partners in learning.

The appraisal and professional development system for TAs is another standout feature. Rather than a box-ticking exercise, appraisal is used as a tool for reflection, target-setting and career growth. Meetings are described as collaborative and supportive, with clear next steps agreed and followed up. Outcomes from appraisal are directly linked to CPD opportunities, enabling the school to invest in their TAs and tailor training to emerging needs. TAs report feeling valued and professionally recognised, and many have developed expertise in areas such as phonics, SEND, EAL and behaviour support. CPD records show a breadth of training undertaken, and TAs are encouraged to share new learning with colleagues and apply it in school, extending the impact across the setting.

Newton International Academy also ensures that TAs are involved in the wider life of the school. Their contributions to classroom displays, parent events, clubs and co-curricular opportunities are encouraged and appreciated. Roles are clearly defined across departments, fostering collaboration with teachers and consistency in practice. The school's leadership demonstrates commitment through a visible action plan, dedicated committee, clear communication channels and regular

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monitoring of impact. Feedback loops between academic staff, support staff and leaders are strong, helping to evaluate practice and drive continuous improvement.

Impact:

At Newton International Academy, Barwa City, the deliberate and sustained investment in the Teaching Assistant workforce has led to clear, measurable impact across all stakeholder groups—parents, teachers, staff and students.

For students, the impact is most immediately visible in the quality of support provided to those with additional needs, including SEND and EAL learners, as well as those requiring academic extension. Teaching Assistants work flexibly and strategically across classrooms, offering personalised support that is both academically rigorous and emotionally responsive. Their role in promoting independence and critical thinking—rather than fostering dependency—is particularly impactful. This pedagogical approach ensures that learners are not only supported but are challenged to develop the skills needed for long-term success.

Teachers benefit greatly from the clarity of role definitions, consistent deployment and the professionalism of the Teaching Assistant team. With well-structured support in place, teachers can focus on core instructional delivery while knowing that teaching assistants are confidently managing small group tasks, interventions. The collaborative nature of the relationship—evident in planning contributions, progress tracking and shared professional development—means that teachers and teaching assistants work alongside each other. This enhances teaching quality, enabling stronger outcomes across classrooms. Moreover, teachers report increased confidence in the deployment of support staff, knowing they are trained, valued and continuously upskilled.

Teaching assistants share that they experience a high level of professional respect and recognition, which translates into greater motivation and job satisfaction. The induction programme is cited as having a strong impact, easing transition into the role and helping new colleagues feel part of the school community from day one. Access to targeted CPD, involvement in decision-making and regular appraisal meetings further empower them to refine their practice and take ownership of their development. The culture of valuing teaching assistants as "integral partners in learning" is not just a statement but a lived reality, with many sharing that they feel seen, trusted and celebrated for their contributions.

With additional staff capacity in the classroom, learners receive the pastoral and academic support needed to thrive, which in turn reduces parental concerns and builds confidence in the school. Newton International Academy Barwa City’s systematic and thoughtful deployment of TAs has had widespread and positive impact. It has improved student learning and wellbeing, enhanced teaching quality, elevated the professionalism of support staff, and reassured parents that their children are known, understood and well supported. The success lies in the school's embedded ethos—valuing all members of staff and creating a culture of collective responsibility for learner success.

Areas for development:

The school has set out a clear and ambitious cycle of continuous improvement aimed at refining the deployment and effectiveness of teaching assistants. Next steps are carefully planned and wide-ranging, covering induction, CPD, feedback, appraisal, and deployment processes. Induction processes will be strengthened with regular reviews, annual updates to handbooks, and mentoring

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systems for new staff. Appraisal systems will be aligned with pupil progress data and used to personalise CPD programmes.
Future plans include further embedding the role of teaching assistants into policies and planning, with increased opportunities for collaboration, leadership and involvement in wider school activities. Impact reviews will be introduced to evaluate TA deployment, and feedback will continue to shape adjustments. Ongoing development will also focus on enhancing TAs' use of data, scaffolding strategies and feedback practices. These plans show a responsive and reflective leadership approach committed to maximising support for learners and ensuring TA systems remain as effective as possible.

Verifier recommendation:

It is recommended that Newton International Academy Barwa City achieve the BPTAA.

Head teacher comments:

By implementing the above mentioned recommendations, Newton International Academy, Barwa City can further enhance the clarity, relevance, and impact of the BPTAA, reinforcing our leadership in best practises for Teaching Assistant deployment and professional development in line with our vision in ongoing improvements and raising standards as well as celebrating our success.

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