



Ministry of Education and Higher Education
State of Qatar

Qatar National School Accreditation (QNSA) Report

Newton International Academy- Al Mashaf Branch

October, 2022

Table of Contents

Introduction	3
Areas of National School Accreditation	4
National School Accreditation Process	5
Estimations and Judgments	6
Visit Data	7
School Performance Results	8
School Data	9
School Vision	11
School Mission	11
School Objectives	11
School Values	11
Analysis of NSA Areas	12
First Area: Quality of Self-report	12
Second Area: Educational Leadership	14
Third Area: Educational Performance and Learning Environment	20
Forth Area: Teachers' Development	26
Fifth Area: Resource Management	35



Introduction

School accreditation process is an integral part of the private school evaluation in the State of Qatar.

QSNA is based on a self-report submitted by the school highlighting strength points and areas of development. This is done through controlling the action plan, development in the school practices and achievements in five areas: (quality of self-report, educational leadership, educational performance and learning environment, teachers' development, and resource management) which are deemed the main pillars that guarantee quality school performance, in accordance with the international standards for school accreditation.

For all areas and standards evaluated, accreditation officials use accountability and transparency-based procedures, through which evidence is collected, and results are concluded accordingly and judgment is issued on the school to be accredited.



Areas of National School Accreditation

Areas	Aspects
1- Quality of Self-report	➤ Self-report accuracy and students' achievements ➤ Quality of enhancing national identity within the school ➤ Action plan and improving school performance
2- Educational Leadership	➤ School vision and mission ➤ Administrative planning and organization ➤ Quality assurance system and performance efficiency ➤ Family and community involvement
3- Educational performance and learning environment	➤ Effective curriculum application ➤ Quality of education ➤ Learning environment
4- Teachers' development	➤ Students' academic achievement ➤ Nurturing various students categories ➤ Behavior and discipline ➤ Students participation and communication
5- Resource Management	➤ Human resources ➤ Financial resources ➤ Safety



National School Accreditation Process

Sources of Evidence Collection:

Evidence were collected to complete the accreditation process through field visits, whether pre-visit, during the visit, or post visit.

Evidence are collected from the following main sources:

- School self-report and action plan
- Review and analyze school documents and records
- Students' marks in internal and external tests
- Analyze questionnaire results
- Interviews with interested parties in schools: principals, employees, students, parents, etc.
- Direct observation for classes and e-classes whether live or recorded.
- Educational tours
- School performance report card
- Ministry report, including the previous accreditation team report.

Creating National School Accreditation Report:

The school report is created based on documents collected prior to the field visit, reviewing the self-report, and during the field visit. The report is thoroughly reviewed, then submitted to the school and the authorities concerned within the Ministry of Education and Higher Education, especially Sector of Private Schools Affairs.

Schools shall be liable for the application of recommendations, areas of development mentioned within the report, and creating an action plan for the purpose of decision-making and quality performance.

The report overviews the main sources of evidence, methodologies, and audit results. It defines the strength points and key areas of development.

The report is a significant document for decision makers within the educational process.



Estimations and Judgments

Judgment	Description
Highly Effective (4)	➤ For cases where practices and procedures have continuous impact on the development and improvement of ALL educational outcomes, where evidence-based school performance is developed, significantly effective, highly productive, and exceeds expectations.
Effective (3)	➤ For cases where practices and procedures have impact on the development and improvement of MOST educational outcomes, where evidence-based school performance is developed, highly effective, productive, and fulfills expectations.
Relatively Effective (2)	➤ For cases where practices and procedures have impact on the development and improvement of CERTAIN educational outcomes, where evidence-based school performance relatively fulfills expectations.
Not effective (1)	➤ For cases where practices and procedures applied have limited impact or do not lead to improvement of educational outcomes, where evidence-based progress in the areas of evaluation does not fulfill expectations.

- Estimations and judgments are reached based on objectiveness and transparency through quality evaluation in light of a set of clear criteria and indicators, in accordance with the judgments mentioned above:
 - **final judgment at school level is issued by calculating the average of all areas.**
 - **5-years** national accreditation is granted for schools obtaining "Highly Effective";
 - **3-years** national accreditation is granted for schools obtaining "Effective";
 - National accreditation shall not be granted for schools obtaining "Relatively Effective" or "Not Effective".



Visit Data

Date of Visit:	25-31 October 2023	
Type of Visit:	➤ First time accreditation ☐ ➤ Renewal ☒ ➤ Re-accreditation for the...time ☐ ➤ Exceptional visit ☐	
No. and percent of classes observed	➤ 57 classes + educational tours ➤ 43% of teachers	
Accreditation Team Leader	➤ Mr. Mahmoud El Akhras	
Accreditation Team Members	➤ Momena Tayeh, Ghada Abdul Latif, Esmat Abul Kheir, Mahmoud Al Karani	
Team Supervisor	➤ Mogebe Al Rabei	



School Performance Results

- The accreditation team evaluated and measured school performance progress based on various QNSA criteria and indicators. QNSA criteria and indicators are 69 for primary stage and 71 for middle and high school. The process revealed school capability to fulfill quality criteria requires for school performance. School performance was observed by the Team to be as follows:

Areas	Judgment
1- Quality of Self-Report	Highly Effective
2- Educational Leadership	Highly Effective
3- Educational Performance and Learning Environment	Highly Effective
4- Teachers' Development	Highly Effective
5- Resource Management	Highly Effective
General Judgment on School Performance	Highly Effective

- Therefore, **the school shall be granted NSA for five years**, while observing the recommendations mentioned within this report.



School Data

School Name	Newton International Academy- Mashaf- Barwa City													
School Address	Area: 56, Street no.: 1125 Building no.: 48													
Years of Operation	Since 2013													
School Owner	Dr. Gabr El Naemy- Ms. Afaf Al Modady													
School Principal	Paul Willimson													
Stages	Primary					High school								
Classes	1- 6					7- 12								
Classes	1	2	3	4	5	6	7	8	9	10	11	12	13	
No. of Classes	4	5	5	6	5	6	8	7	7	7	5	6	2	
Curriculums applied	British curriculum+ mandatory Qatari Ministry of Education and Higher Education Curriculum													
External tests	NGRT for second and sixth grades A Levels+ AS+ IGCSE for 11, 12, and 13 grades													
No. of Administrative employees	34			no. of teachers			131			No. of students			1658	
No. of Qatari students	485			Qatari students			29%			Arab students			685	
School accreditation by agencies approved by the Ministry of Education and Higher Education	None						Accreditation expiration date		-					
Other branches	8 other branches (Newton Schools)													
School Tel. No.:	40016401													
Owner e-mail:	jabral@gmail.cim													
School e-mail:	newtonacademy@education.qa													



Teachers' Turnover during three-years period			
Academic Year	2019/2020	2020/2021	2021/2022
No. of Teachers	136	147	137
No. of teachers quitting	29	27	25
Turnover	21%	18%	18%

- The table above shows high turnover rate in the year 2019/2020, which slightly declines in the following two years. However, the turnover is still high. Despite incentive policy and procedures, school still needs to find suitable and effective solutions to maintain further job stability, to avoid turnover adverse impact on students and school performance.

Students' Turnover during three-years period			
No. of Students	1681	1630	1662
No. of Expat Students	240	232	320
Students' Turnover	14%	14%	19%

- The table shows high students' turnover rate in the academic year 2021/2022 compared to the previous two years due to families moving abroad.



School Vision

- A metropolitan community of learners aiming to excellency and success.

School Mission

- We aim at providing the ultimate quality of education to students of all capabilities, through positively encouraging all students to reach academic outstanding level, and enjoy creative diversity, develop critical thinking, and become long-life learners and responsible citizens.

School Objectives

- 1- Provide modern, diverse, and academically sound education in a safe and supporting environment that encourages self-discipline and confidence.
- 2- Ensure that learning and education involves meaning and is challenging to all learners.
- 3- Enhance community spirit, where students, parents, and employees feel the sense of belonging, and work closely to fulfill our vision and mission.

School Values

- Respect, honesty, transparent communication, empathy, support, diversity, social responsibility, personal responsibility, and environmental awareness.



Analysis of NSA Areas

First Area: Quality of Self-report

Level of Self-report (Highly Effective)

First Area: Accuracy of Self-report and Students' Achievements	Judgment: Highly Effective
1- The self-report accurately reflects the school actual reality ➤ Almost all self-report aspects reflects the school actual reality and programs. School can define most strengths points and areas of development as per the evidence submitted. 2- Stakeholders are involved within the self-report creation process ➤ The school created a self-report by constituting committees and concentration groups for each area. Meetings and discussion groups were held with the members of each committee. Almost all stakeholders were involved by questionnaires sent to parents, employees, and students. Feedback received from all those parties was utilized. The evidence submitted showed that the school is capable of defining most strength points and areas of development. 3- Students' Achievements (academic and non-academic) ➤ Most students' academic and non-academic achievements are effectively relevant to school learning objectives and values, and highlight the role the school plays in developing students' skills. Most students are involved in activities and school programs. Most students obtained high marks in A Level, AS, IGCSE tests, in addition to high marks obtained in TIMSS test in mathematics and science, which is the highest among Qatari schools and higher than the global average.	
Second Area: Quality of enhancing national identity within the school	Judgment: Highly Effective
1- Enhancing national identity and Qatari culture, and instilling Islamic values ➤ The school is committed to preparing and implementing continuous and diverse policies, plans, activities, and programs to enhance national identity and Qatari culture, and instill Islamic values; and to follow-up its implementation throughout the school. School efforts in enhancing national identity and Qatari culture among students is obvious through the encouraging school environment which includes panels showing pride in national identity, such as "I am proud of my national identity",	

And "Sing a song for the love of the home country", and posting photos for the Prince and maps in corridors. Projects expressing Qatari environment are exhibited. Qatari culture is enhanced through the morning line for all classes. The school introduces all new teachers of the national culture and how to show respect to traditions in Qatar.



Third Area: Action plan and improving school performance

Judgment: Effective

1- Report on School Performance Progress

- The progress report prepared by the school shows that the school performance progress complies with the school reality, and reflects implementing all recommendations issued by NSA Team in the previous visit, which in turn resulted improvement in various areas of works.

2- Quality of Action Plan and its Scalability and Follow-up

- The school action plan is aligned with the school actual needs. The plan is inclusive all components and is clear and scalable, and is continuously followed-up. The school works on the fulfillment of most plan objectives; however, the school needs to set a timeframe.

3- The action plan/developmental plan is reasonable and is aligned to the school actual needs

- The action plan is aligned to the school reality, and includes all areas of development concluded by the school in the self-report, and complies with most areas of development concluded by the Team during the visit.

Key Strength Points

1- The school was granted the Outstanding Award by the Edexcel for the year 2022/2023.

2- Students' non-academic achievements were diverse and reflect the role the school plays in developing students' various skills.

3- Students' works exhibited reflect the efforts on enhancing Qatari culture and national identity within the school.



Second Area: Educational Leadership

Level of Educational Leadership: Highly Effective

First Area: School Vision and Mission	Judgment: Highly Effective
1- School vision, mission and objectives are clear and aligned with the State objectives	
➤ The school has a clear vision, mission, and objectives announced to all stakeholders, and aligned to the State objectives. Management team and teachers are aware of their respective roles assigned to them, and how they can contribute to the fulfillment of the school vision, mission, and objectives, through regular discussion meetings, school committees (such as Committee on Education and Learning). The school vision and mission was found to be based on the students' learning and development, and was exhibited within the school main premises and posted on the school website. All school objectives were found to be aligned with its vision and mission, which contributed to fulfilling expectations and continuous improvement.	
2- The school vision, mission, and objectives are reasonable and suitable to its capabilities and resources (both human and financial)	
➤ School vision, mission, values, and objectives are all reasonable and suitable to its resources both human and financial. The school provided students with suitable educational resources. It also recruited qualified teachers to teach the British curriculum enjoying sufficient experience to manage various students' levels. All facilities are equipped in a manner suitable to the students' ages, number, and gender, where a facility is allocated for boys and another for girls. Laboratories are provided for the high school, equipped to students' learning. The school needs to appoint an additional School Council to provide services suitable to the students' number.	
3- School vision, mission, and objectives are reflected on various work aspects (administrative and academic)	
➤ School vision and mission was efficiently merged within the classes, by concentrating on learners' roles and provide them with various opportunities to share responsibility and enjoy independent learning, and develop their skills through projects and programs (such as students' exhibition), guided reading, UN Program (Design for Change) which supported character building and enhanced school values such as boosting national identity, and accountability. This was reflected on all academic and administrative aspects such as tutoring practices, students' behavior, and academic progress.	



4- School is capable of defining the extend of success in application and fulfillment of its mission and objectives, and stakeholders' participation

- The school applies clear follow-up procedures through using performance indicators, which are subject to semester audit and shared with most employees to set plans necessary based on the audit. Board members (especially executive manager) continuously follow-up through weekly reports and communication with most stakeholders including teachers and parents, which contributed to measure the extent of values and objectives fulfillment, which in turn reflected on continuous improvement on most work aspects.

Second Aspect: Administrative Planning and Organization

Judgment: Highly Effective

1- Compliance with regulations and laws enacted by the Ministry of Education and Higher Education and relevant governmental authorities

- The school complies with all regulations and laws enacted by the Ministry of Education and Higher Education, and work guidelines and regulations issued by relevant authorities, such as validity of the Civil Defense License, education license, and attestation of contracts of employment at the relevant authorities.

2- Planning, Implementation, and Follow-up to fulfill school objectives

- School has a comprehensive, announced, strategic plan for five years (2018-2023). The plan was set in accordance with the previous accreditation report (QSNA 2018) and (BSO 2018), and is subject to Board supervision and top management. The plan is measured through other plans such as action plan 2020-2023, and annual developmental plan. Amendment is made to such plans through meetings in accordance with the reports and students' academic results. School plans were found to be beneficial in developing school performance in almost all areas, which contributed to the fulfillment of its objectives and priorities.

3- Governing regulations, statutes, and laws within the school

- The school has clear and comprehensive policies announced to all stakeholders, covering all areas of work such as policy of appointment which focuses on recruiting qualified experiences teachers to teach the British curriculum, behavior policy, appraisal policy, and other policies aligned with the school vision and objectives. Policies are continuously updated, such as attendance policy and discipline policy, especially after COVID-19. Policies are announced through the school website and is included in various manuals such as employees' manual and parents' manual,



Which resulted in clear and quality procedures, and facilitated work progress in almost all school aspects.

4- Organizational Structure and Job Description

- The school has in place a comprehensive and announced organizational structure for academic and administrative positions. The structure shows the hierarchy of top and middle management, and is suitable to the size and nature of the school, which facilitated all work aspects while avoiding interference or conflict of powers. Job description is available for all employees defining roles and responsibilities.

5- Assignment and Authorization of Roles and Responsibilities

- Clear policies and procedures are found to be applied, and documented through e-mails and newsletters assigning administrative and educational tasks in emergency cases. School principal authorizes tasks for his vice-manager and for primary and high school principals. Follow-up is made through regular meetings for top and middle management. Department Heads create schedules and supervise planning and follow teachers' performance, which facilitated accurate performance of most aspects of works.

6- Communication Mechanism among Employees

- The school applies various methodologies for communication among employees through constituting educational and administrative committees, holding regular meetings, using e-mails and weekly newsletters, using technological applications such as whatsapp groups and google classrooms. The school utilized various notice boards in spaces and corridors, positively impacting work performance and raising almost all employees' satisfaction level, where satisfaction level ranged between 85- 96% as per school questionnaires.

7- Involvement of stakeholders in the decision-making process, and receive their feedback and suggestions

- The school applies procedures to receive feedback from stakeholders, including teachers, students, and employees, through questionnaires and interviews. Teachers are involved in the decision-making process, such as setting plans for enhancing performance and choosing suitable resources for curriculum application. The school also has an efficient student council to communicate students' opinion in both stages. Box of complaints is also used. Accordingly, suitable decisions and solutions are adopted to improve most aspects or work at

At school. However, the school need to attract more parents' involvement in significant school decision, such as holding tests in high school and providing support in Arabic Language, in addition to the activation of the role of PTA.



8- Owner/Board of Directors Role in Planning and Supporting School Work and its relationship with school leadership

- Owner and executive manager receives weekly report from the school principal, including academic and administrative aspects. The executive manager also supervises the tests through sending instructions prior to the exam, and through reviewing performance reports. The Board of Directors is fully aware of the school performance progress and needs, and cares about parents, students, and employees interests. The board also provides the support necessary for the professional development and provides all resources necessary for the curriculum application. The board assigns the top management and holds it accountable for its tasks, which resulted in quality performance and almost all services submitted by the school.

Third Area: Quality System and Performance Efficiency

Judgment: Highly Effective

1- Control and evaluate employees' performance

- The school maintains an efficient system to evaluate employees' performance (teachers and admins) through clear and announced criteria and indicators. UK quality teaching standards are applied by stage managers and department heads. The school defines annual objectives for teachers and administrators to be fulfilled as per the school objectives and priorities. Fulfillment of objectives is subject to top and middle management supervision through official short visits. Training sessions are administered to new teachers and teachers in need to development. Exchanged visits are made with experience and skilled teachers, which contributed to the development of almost all employees.

2- Control Students' Performance

- The school maintains continuous and effective control mechanism over students' performance, through internal and external tests (IGCSE, AS, A Levels) in high school, and NGRT tests for primary stage reading skills. Results are analyzed regularly in multiple ways. The analysis will be utilized in setting plans necessary to support students' learning. This contributed in improving most students' performance in primary stage and all high school students.

3- Controlling plans, programs, and projects

- The school evaluates most plans and programs using evaluation indicators aiming at analyzing



Academic practices and evaluating good practices. Short questionnaires are prepared to evaluate classroom and extra-curriculum activities provided by the school such as MUN. Questionnaires are also made for vocational development workshops to measure its effectiveness and impact, which helps measuring the impact of programs and amendments to support the school vision and mission.

Fourth Area: Family and Community Participation

Judgment: Effective

1- Communication with parents and involving them in school life

- The school communicates with parents in various ways to inform of various school aspects, and to follow-up academic and behavioral aspects through e-mails, text messages, and meetings, which make parents aware of all aspects. The school also encourages parents' participation in school life through organizing various activities and programs, such as group prayers, and Ramadan basket, and summer reading club. The school also organizes parents' activities to involve parents in their kids school life through attending programs and events, such as examination and learning outcomes, literacy workshops, in addition to parents' participation in events, such as open day and school fair, which gained most parents' effective participation. However, the school still needs to increase parents' participation in such activities to guarantee their experience and support. A need was spotted for enhancing PTA role to communicate parents' voice and support various work aspects.

2- Parents' satisfaction on school efficient management with their feedback

- The school promptly and effectively responds to parents' feedback. Regular questionnaires are distributed to parents. Increased parents' satisfaction on most school services, such as developing literacy skills and mathematics, where satisfaction recorded 82% and 85%. However, the school was found to distribute questionnaires for primary and high school; therefore, the school needs to prepare questionnaires for each stage individually to address the needs of each stage. The school also needs to increase parents' participation in such questionnaires, where participation recorded 27% to guarantee obtaining comprehensive feedback from parents to guarantee continuous improvement of all aspects.



3- School communication with community organizations

- The school hold and participates in various methods in events and national, international, and community events, and activities held in other schools, while gaining participation of almost all stages, such as organizing professional meetings with universities in Qatar, Britain, and America, participating in local programs such as Qatar Debates and Qatar Olypmics, in addition to international activities such as International Exchanges with Portugal, TEDX Youth and MUN, participation in Arab Cup Championship 2022, cooperating with local schools in training activities and courses, such as Education Perfect in coordination with James American Academy, and participating in local competition, such as Junior Speaker, and Quran Competition, which contributed to education and learning processes.

Key Strength Points

- 1- The school vision and mission positively reflects on the administrative and academic practices and students' behavior.
- 2- Long-term and short-term effective school planning in alignment with school objectives.
- 3- Effective application of school policies which increased the quality of school work.
- 4- Effective role of school owner in supporting school work and enhancing various achievements.
- 5- Apply effective control policies and mechanisms which contributed to the quality of curriculum application in alignment with all stages.
- 6- Effective control over students' academic performance in both stages and in multiple methods and its impact on their academic achievement.

Key Areas of Development

- 1- Gain further parents' participation in significant school decisions related to kids interests.
- 2- Increase parents participation in school questionnaires.
- 3- Enhance the role of PTA in communicating parents voice and supporting various aspects of work.



Third Aspect: Educational Performance and Learning Environment

Level of Educational Performance and Learning Environment (Highly Effective)

First Area: Effective curriculum application	Judgment: Highly Effective
1- Comprehensive curriculums, and alignment with the school vision, mission, and objectives, and its fulfillment of expectations in all stages	
➤ The curriculums applied are consistent with the school vision, mission, and objectives, and fulfill students' educational, psychological, social, and physical needs in various ways. Each school subject has its own standards for curriculums. The curriculums attempt to develop students' skills and capabilities in alignment with the expectations of each stage. Educational resources and e-resources are used in consistent with the curriculums in contribution to the fulfillment of most objectives. Subjects are interconnected, such as integration between mathematics and art, English language and history, Arabic language and Islamic education.	
2- Control and planning to fulfill curriculum objectives	
➤ The school applies education and learning policy to organize the curriculum planning process and provide effective session. The policy defines the roles of teachers and department heads in curriculum planning, and the standards of effective session to fulfill most curriculum objectives. The school plans annual educational plans that include objectives and expectations suitable for the curriculum criteria for each stage in various subjects. Teachers create weekly and daily plans which include educational objectives and activities, success criteria, individual differences, evaluations, and educational resources. Stage heads and subject heads follow-up the preparation and implementation of plans through regular meetings and class observations, which positively impacts the tutoring practicing and improves students' academic outcomes.	
3- Activities and programs supporting the curriculums (class and extra-curricular)	
➤ The school prepares clear plans for various and effective activities supporting the curriculum (classroom and extra-curricular). Guided reading is applied for primary stage to enhance their reading skills in English. Suitable educational resources are provided for the program, which enhanced primary pupils' skills in English. The school also prepares extra-curricular plans after the school hours, through providing academic support programs, sports such as soccer,	



And swimming, cultural and art activities such as book club, chess club, drawing, drama and theatre. Mandatory department offers various activities, such as Arabic calligraphy, anasheed, arts and crafts, in addition to organizing trips such as Baladna Farm and Ice Village to fulfill most students' needs and contribute in fulfilling school mission and objectives.

4- Activities and programs that enhances national identity and Qatari culture

- National identity and Qatari culture is enhanced through class and extra-curricular activities merged in most sessions. The program "My Values shape my Identity" is activated. Programs and activities are applied to enhance national identity and Qatari culture in the mandatory department through monthly values, including "I m proud of my identity and heritage", "I m proud of my country's properties", and competitions such as "the heritage of the grandfathers" and "Ramadan Charity Fund". The school instills educational values within the school community, which positively impacts the relationship between teachers and students.

5- Revising curriculums

- The school continuously revises the curriculums in accordance with clear mechanisms, which includes revising plans and programs and making amendments necessary based on feedback from teachers, analyzing students' marks in internal and external tests to guarantee fulfillment of most curriculum objectives in alignment with the school mission, vision, and objectives. The school also constitutes committees to revise the library resources, consisting of library secretary, members of mandatory departments, and representatives from departments, to ensure that resources are free from any content contradicting the Qatari culture.

Second Area: Quality of Learning

Judgment: Effective

1- Pedagogy

- Most teachers in primary stage use various student-centered pedagogy to suit the stage and fulfill curriculum objectives, such as modeling, group activities such as think, pair, and share, and scientific experiments, which provide learning opportunities for all students.
- Most teachers in high school utilize suitable pedagogies suitable to the British curriculum criteria, such as analysis to conclude main themes in texts, educational videos,



Mind maps, self-learning, and discussions, which contributed to most students' learning in various subjects, especially in English, mathematics, and social studies.

2- Observe individual differences

- The school observes individual differences among most students through effective procedures, such as classifying students at the beginning of the academic year to various levels based on their test marks. Individual differences are also observed in classes through gradual explanation of sessions, and using educational resources that suits various learning styles. Teachers apply various class and extra-curriculum activities suitable to various levels and most needs, such as providing reading resources of multiple levels in English sessions and training students on several solving strategies in mathematical problems through evaluations and worksheets of various levels in accordance with the students' academic level.

3- Developing students' high-order thinking skills and critical thinking

- Teachers utilize pedagogies that develop HOTS and critical thinking for most students. In primary stage, open questions are used, along with linking information to practical life, observing natural phenomena and its positive or adverse impact on human. In high school, discussions are held among students, setting expectations for scientific experiments results, and analyzing literary texts.

4- Using modern technology in teaching

- Teachers utilize modern technologies in all sessions, through presentations to show the objectives, activities, and information of lessons and educational videos. Educational resources are used such as smart boards, iPods, e-platforms such as Read in Arabic, RENWEB primary drive, Big Club, and Google Classroom. Those means are used in learning and education in various subjects.

5- Students' learning motivations and independence

- Pedagogies used by teachers provide learning opportunities for all students and encourage their participation, and enhance their motive to learning. It also makes them responsible for their learning in primary and high school stages.



Most students showed ability in applying what they learned in training and performing projects.

6- Assessment of learning skills and fulfillment of curriculum objectives

- Teachers use various methods such as pre-evaluation (AFL: assessment for learning) to assess students' previous knowledge and link it to the new sessions, constructive assessment such as oral questions and short drills, solving problems on the board, as well as summative assessment methods such as worksheets, solving book questions, scientific activities such as science experiments, performing drama for stories, writing texts in English language to ensure fulfillment of lesson objectives and acquisition of new skills. Teachers regularly provide effective feedback in various subjects to support learning of most students during the sessions.

7- Classroom management

- All teachers have the ability to manage classrooms. Teacher-student relationship is positive and based on respect and cooperation, which in turn enhances interaction among students or between students and teachers, and effectively contributed to the fulfillment of lesson objectives.

8- Quality of applying mandatory curriculum

- Teachers in mandatory departments apply student-centered pedagogies, such as modeling, discussions, digital learning, and educational games by using modern technologies in supporting students' learning in various stages, developing HOTS, and fulfillment of lesson objectives for most students. However, teachers must apply more activities that observe individual differences and develop their language skills. Female teachers shall be provided in lower grades to follow-up students' learning in Islamic education and Arabic.
- Teachers apply constructive and summative assessments, such as solving textbook questions and worksheets, and reading various texts to decide on the extent of students' grip of the subject and provide feedback to support their learning. Teachers provide feedback based on constructive and summative assessment which supported most students' learning.



Third Area: Learning Environment**Judgment: Highly Effective****1- Educational resources and aids**

- Classrooms and labs are equipped with various educational aids suitable to the curriculum and the various stages to support students' diverse learning styles. Among aids used are cards and presentations, and shapes in primary stages. Presentations, modern technologies, textbooks, and worksheets are used in high school.

2- Constituting classes

- Classes are organized in suitable numbers of students, to facilitate students' learning and teachers follow-up to almost all students, and to provide opportunities to students' participation.

3- Exhibit students' works

- Students' works and achievements are diverse and suitable to the curriculum objectives, and distributed in most classes and primary and high school premises. The works reflect curriculum standards and age brackets, and students' acquisition of skills, and include projects, writings, arts, and crafts, to enhance national identity and Qatari culture, while providing constructive feedback.

Key Strength Points

- 1- The curriculums are comprehensive and aligned with the school vision, mission, and objectives, and fulfill students' needs, and support it with activities, classroom activities, and extra-curriculum activities.
- 2- Continuous revision of curriculums and educational resources as per clear and organized mechanism.
- 3- Teachers use various student-centered pedagogies that encourage them to participation and enhance their independency and responsibility.
- 4- Teachers use various effective pedagogies that observe individual differences and levels that develop HOTS and critical thinking.



- 5- Teachers are capable of classroom management. Teacher-student relationship is positive and based on respect.
- 6- Educational resources in classrooms are suitable to students' characteristics and needs in various levels.
- 7- Exhibit students' works inside classes and facilities to show their skills and talents and encourage them to further achievements.
- 8- Effective application of programs and activities that enhance national identity and Qatari culture in mandatory department.

Key Areas of Development

- 1- Provide more activities that observe individual differences among students in mandatory sessions (Arabic and Islamic education) to fulfill various students' needs.



Forth Area: Teachers' Development

Level of Teachers' Development (Highly Development)

First Area: Students' Academic Achievement	Judgment: Highly Effective
1- Assessment policy and its benefits ➤ The school applies a clear and announced assessment policy suitable to the methodology used in measuring the extent of fulfillment of curriculum objectives. The measuring policy includes a scale suitable to the British curriculum, and defines mechanisms and objectives of assessment (Moderation), and also defines the roles of leadership, teachers, and middle management. The school applies other clear procedures such as specifications of tests and relative weights which are discussed during various meetings. Items relevant to parents are shared through Parents' Handbook; however, those procedures were not included within the policy of assessment. ➤ The school regularly assesses students in all stages. Assessment results are analyzed to measure the fulfillment of curriculum objectives. Semester and annual comparisons are made at individual levels and at subject level. Tracking is made to a fixed group of students throughout several years (Cohort Track). The school effectively benefits from students' results analysis to define students' educational needs, prepare various development plans (RAP), and take decision, such as adding statistics to the subjects, and dividing high school students to study English language as a first or second language, and choosing the suitable curriculums (Edexcel, Cambridge), in addition to implementing support programs for various students, which improved the level of most students. 2- Assessment of students' knowledge and skills at the time of enrollment and at the beginning of the academic year/semester ➤ The school applied several admission procedures for new students, including mathematics and English tests, in addition to interviews. Then, diagnostic tests are held (baseline) for all subjects and all students. External tests are held such as (PUMA, PIRA, GAPS, CAT 4), in addition to internal tests in other subjects to assess students knowledge and skills, and to accurately define their needs. Results of such tests are analyzed and used in various areas, such as developing teachers' skills,	



Students are divided into sets as per their academic level, and development plans are prepared to improve students' achievement, in addition to amending lesson plans to suit all students.

3- Internal assessments

Quality can be observed in most internal assessments. Assessments include various and gradual questions suitable to the British criteria, including questions that develop HOTS. The school uses external tests such as PUMA, PIRA, & GAPS, and internal tests for English and mathematics. Digital programs are used to prepare science tests (exam visit). Internal tests are held in other school subjects in primary stages by following instructions on Exam Expectations. In high school, past papers are used as a model for training students on the tests. The school complies with the Ministry of Education and Higher Education specifications in preparing mandatory subjects tests. Teachers follow clear guidelines in correcting tests, which result in fair marks and constructive feedback supporting almost all students' learning, and actually reflecting their skills and knowledge in various subjects.

4- Academic performance in internal tests throughout consecutive periods of time

- Results of internal tests throughout consecutive academic years (2019- 2020), (2020- 2021), and (2021- 2022) for grades 1 to 10, as follows:
 - increased GPA in mandatory subject in primary stage for the academic year 2021/2022, ranging between 95% for third, fourth, and fifth grades to 100% in first grade in Arabic. Students who obtained 9-4 in Arabic as a first language in grades 7 to 9 improved from 73% in grade 7 to 91% in grade 9 for the academic year 2021/2022.
 - increased no. of students fulfilling the British curriculum standards and higher in science in primary for the academic year 2021/2022, ranging between 90% in fifth grade to 100% in first grade.
 - improved percent of students who fulfilled the criteria of the British curriculum in mathematics in primary stage in the academic year 2021/2022, ranging between 71% in third grade to 96% in first grade.



- Improved percent of students fulfilling the British curriculum criteria and higher in English literacy in most primary stages for the academic year 2021/2022, ranging between 74% in second, forth, and fifth grades in reading skills, to 83% in second grade in writing skills. Variance were observed among students who fulfilled the British curriculum criteria and higher in English literacy in primary stages, recording 92% in sixth grade while declining to 67% in first grade in writing skills.

- in high school, increased no. of students obtaining 9-4 in various subject in stages 7 to 9 in the academic year 2021/2022, recording 80% in seventh grade, 83% in eighth grade, and 84% in ninth grade. The percent declines in tenth grade recording 63%. The school mentioned that such decline is attributed to tenth grade being a transitional stage, in which students begin to decide the subjects suitable to their interests, and therefore changing or cancelling some subject and confirming others. The school supports the students in reaching the right decisions by providing guidance and support.

5- External tests and its alignment with the school curriculum

- The school holds external tests aligned to the British curriculum, where students are tested in second and sixth grades in reading skills only through NGRT, IGCSE, IAS, & IA, for all students in grades 11 to 13, while applying IGCSE tests for certain students in tenth grade (fast track). The school makes available various optional subjects to fulfill most students' needs.

6- Academic performance in external tests throughout consecutive periods of time

- Analysis of external test results (NGRT) for second and sixth grades, and IGCSE, IAS, & IA for tenth to thirteenth grades throughout consecutive academic years (2019/2020), (2020/2021), and (2021/2022) revealed the following:

- increased no. of students obtaining 9-4 in IGCSE test, recording 100% in several subjects such as English as first language, Arabic, mathematics, and history in the academic year



2021/2022. Students obtained 100% in various subjects such as biology, Arabic, chemistry, in both AS & A.

- constant increase in students who obtained 9-4 in IGCSE tests in at least five subjects in the academic year 2021/2022, recording 82%.
- increased percent of students who obtained A-C in at least two subjects in IAS & IA tests in the academic year 2021/2022, recording 89% despite being less than the previous year recording 100% in the academic year 2020/2021.
- students attained good level in second and sixth year in NGRT for the academic year 2021/2020, where students who fulfilled the criteria or higher in the second grade were 72% and in sixth grade 68%.

7- Academic performance in international tests

- TIMSS 2019 Test: the school obtained results higher than the global average in mathematics and science in forth and eighth grade. The school uses the result analysis in decision making to support students' skills.

8- Students' performance report

- The school prepares clear, comprehensive, and detailed reports aligned with the British curriculum. The reports include academic performance, behavior, social progress of students in details. The reports highlights the students' relationship with peers, independent work, self-awareness, in addition to description of performance by various teachers, and feedback of leadership team in general. The report reflects the actual achievement in all subjects. The reports are regularly shared with parents (three times in grades 1 to 10, and around 4 times in grades 11 to 13) and is discussed with parents as necessary.

Second Area: Nurturing various students categories

Judgment: Effective

1- Nurturing students (talented, excellent, learning difficulties, disabled)

- The school applies a clear policy for nurturing talented and excellent students, including procedures to spot talents. However, those procedures are make without clear planning or follow-up.



Talented students are spotted based on teachers' observations, and then trained and enrolled in various competitions such as ballet dance, swimming, athletics, in addition to internal competitions at Newton Schools level and mandatory departments competitions.

- The school implements specific procedures to define excellent students through analyzing assessment results and teachers' feedback, in addition to tests (CAT4, NGRT) in high school. Supporting excellent students is planned through observing individual differences in the daily lesson plans, and merge it in the department plans. Excellent students' needs are fulfilled through training and participation in activities and competitions such as TEDx and MUN, debates, and school Olympics. This year the school began application of Century program to care for excellent students in primary stage in English, mathematics, and sciences. The program accurately analyzes students' needs and follow-up. Those procedures aim at supporting and developing the skills of most talented and excellent students' skills.
- The school applies clear procedures for disabled students, spotted based on medical diagnosis made by specialized centers and teachers' remarks. The students are transferred to AESN, which in turn uses digital system including SNAP Assessment to accurately define students' needs. The results provide guidelines and objectives to deal with the cases. Then, department officers classify cases to wave 1, wave 2, and wave 3 as per their needs, then provide the support. Wave 1 category is supported in classes through observing individual differences, and wave 2 and wave 3 are supported by clear and comprehensive plans prepared, implemented, and followed-up on case-by-case basis, which improves most students' progress.

2- Low-achievers care

- The school spots low achievers and follows their progress through assessment results, where clear plans are prepared and implemented in English language through EAL which regularly provides support sessions for all stages (two-three sessions weekly) to support students' main skills in alignment to the British curriculum. This year the school began implementing Flash Academy program which provides clear support and follow-up procedures in English language. The school also supports low achievers in subjects



Based on individual differences within the classes, and is merged in daily lessons and during tutoring. Various academic support is provided in various subjects after-school Clubs upon parents' approval, which improved the level of most low achieves.

- Arabic department implements individual and group treatment plans outside the classes, and after-school support sessions to support students' skills in Arabic language, in addition to the support inside classes through observing individual differences which was found to require more development as expressed by parents who stated the need to more procedures to improve students' skills in Arabic language.

3- Support students' achievement in languages other than the mother languages (including Arabic language) to fulfill curriculum objectives

- The school pays great attention to English language, where assessment results are analyzed to make changes to support learning language, such as increasing the number of English language sessions, and application of various programs such as Jolly Phonics and Guided Learning. The school also provides Iqraa Platform for students and parents, in addition to the library through English and Arabic resources, which develop language skills for most students in English language.

4- Celebrate students' achievements

- The school honors achievers, excellent, and talented students by certificates, exhibiting their names and photos in school facilities, and school magazine issued on semester basis by exhibiting students' projects throughout the school which encourages most students to further achievements.

Third Area: Behavior and Discipline

Judgment: Highly Effective

1- Supporting behavioral policy

- The school applies a clear and comprehensive policy for behavioral valuation such as behavioral policies, anti-bullying policy and PB4L policy. The policies includes various procedures and tools for follow-up and treatment. Stakeholders are made aware of the procedures and behavioral rules through training workshops, circulars, guidelines, and meetings. Stakeholders were found to be aware of the procedures and how to contribute to its implementation through clearly assigning roles to ensure its impact to the students' behaviors using various tools such as cause of concern and pastoral contract,



In addition to Stamp System. Points system is applied to eliminate behavioral violation (merits and demerits). Behavioral follow-up data is analyzed and used in reaching suitable solutions to guarantee discipline, which positively impacts most students' behaviors and their sense of justice.

2- Student-teacher relationship and inter-students relationships

- The school environment is based on respect and positive relations among almost all students and between teachers and students. Employees are exemplary for students. The general appearance of almost all teachers and students is modest and shows respect of Qatari culture and Islamic values.

3- Character building programs and activities enhancing morals and Islamic values among students

- The school implements programs and activities to enhance morals and Islamic values and character buildings. The program aligns with the school vision, mission, and objectives. School values are enhanced through participating in special programs and activities, such as value enhancement program, focus weeks, and morning line, in addition to internal and external competitions. Students' independency and critical thinking is encouraged through teaching MUN, TEDx, AND, P4C, in addition to debates and student councils, which enhanced most students' character, leadership skills and confidence.

Forth Area: Students Communication and Participation

Judgment: Highly Effective

1- Psychological and social support

- The school applies diagnostic procedures for students in need to physiological or social support. The support resulted improvement in most cases. Social specialists supports the school and manage cases received through follow-up procedures based on sessions with students and parents, communication with teachers, and preparing behavior follow-up reports. Group plans are prepared in certain cases; however, no individual plans are made.

2- Academic guidance

- The school implements academic guidance including comprehensive, effective, and various procedures for all students from seventh till twelfth grade. The school encourages students tin seventh grade to think about future careers suitable for them through PSHE subject. Then, from ninth to twelfth grade the school begins qualifying students to college admission through several procedures including workshop and meetings



To introduce parents and students of the optional subjects and college requirements. University application survey is distributed to define students' desires and needs. The school also makes available Unifrog platform and train them on its usage. The school also assists in preparing and revising documents required for admission such as CV and personal statements. The school also organized university fair to introduce university requirements and reply to inquiries, such as Qatar University and Educational City Universities. Remote workshops are also held with universities abroad, such as University of Kentucky. The employee in-charge of academic guidance communicates with students to remind them of college admission dates and admission tests, and communicates on the other hand with teachers to prepare letters of recommendation. The school also introduces students to scholarships and how to obtain them, and provides students with community service opportunities.

3- Students feedback and participation in school programs and events

- The school maintains various effective communication mechanisms and methods to measure students' satisfaction through several procedures, including regular questionnaires and box of suggestions, in addition to questionnaires on specific topics such as school vision and mission. Students' participation was found to be suitable, recording around 60% in high school. Questionnaire results showed increased students' satisfaction in primary stage on most school aspects, such as satisfaction on quality of education recording 94%. However, high school students' satisfaction was not constant in various aspects, where the level of satisfaction on making friends recorded 91.8%, while declined on celebrating students' achievement to 47.4%. Thus, the school must exert effort to increase the high school students' satisfaction on various aspects within the school.
- The school maintains a Students Council for each stage (primary stage and high school, boys and girls). The Council is constituted by way of elections, then assigning roles and responsibilities in relation to various aspects through committees responsible for environment, activities, and behavior. The Council holds regular meetings to discuss various school matters. The Council was found to have effective role in commuting students' feedback, and in maintaining discipline, and organizing several events such as International Week, Cancer Awareness, and suggestions such as Career Fair and community service. The school responds to the students' feedback as per its human and financial capabilities.



Key Strength Points

- 1- The use of assessment results in taking effective decisions that contributed to the development of school performance.
- 2- Students' increased marks in high school external tests, such as IGCSE, IAS, & IA in various subjects.
- 3- Obtained high marks in TIMMS tests.
- 4- Prepared comprehensive, clear, and detailed reports on students' academic, behavioral, and social performance in various grades.
- 5- Prepared and implemented clear support plans in bot SEN & EAL departments for effective fulfillment of students' needs.
- 6- Applied behavioral valuation policies in fair and strict way, which was positively reflected on students' behavior.
- 7- Implemented various affective character building programs and enhance values.
- 8- Applied academic guidance to help students define their careers.
- 9- The effective role played by the Students Council.

Key Areas of Development

- 1- Hold more external tests in various subjects in primary stage to measure the extent of fulfillment of curriculum objectives compared to the global performance.
- 2- Prepare and follow-up plans with set objectives, and clear procedures to care for talented students to guarantee their development and progress.
- 3- Implement more academic support procedures in Arabic Language.
- 4- Prepare, implement, and follow-up individual plans for student who need social and psychological support where necessary.



Fifth Area: Resource Management

Level of Resource Management: Highly Effective

First Area: Human	Judgment: Highly Effective
1- School recruitment policy to guarantee qualified human resources	
➤ The school applies clear, comprehensive, and effective recruitment policy to guarantee filling all vacancies within the school. A recruitment committee consisting of top management and department heads nominates teachers as per British curriculum standards. Teachers are nominated through an international recruitment website, in addition to local newspapers and recruitment page within the school website. Teachers are nominated based on qualifications, expertise, and scientific specializations suitable for the subjects, supported by international and locally accredited certifications. Some employees hold PhD degree in education, masters, and specialized diplomas, which contributed to applying quality educational practices in most lessons. However, the school must take the procedures necessary to obtain Ministry of Education and Higher Education on new employees.	
2- Career development to observe employees individual needs	
➤ The school implemented a career development plan for all employees based on their needs. Continuous follow-up, assessments, and outcomes are also considered. Career development programs are prepared for middle management for the purpose of promotion, including external courses in international educational websites in which all teachers participated, such as White Rose Math, Educare, POBBLE, curriculum CPD in UK, Oxford, P4C, Fusion, Penta Webinar), and internal workshops through top management and department heads. Internal and external workshops discusses topics such as supporting students' independent learning, various assessment methods, cooperative learning, modern strategies observing individual differences, classroom management, and effective feedback. The impact of such courses is measured through visits to teachers by department heads and top management to evaluate their performance. Programs for qualifying new teachers are implemented and listed within the career development programs, which positively impacted educational practices for almost all students.	



3- Controlling employees attendance

- The school maintains a continuous and effective system to control employees attendance. The system is introduced to all employees at upon recruitment through policies and teacher manual. Attendance is controlled on daily basis by HR Tea, through biometric system. The system resulted discipline of all teachers. The school also implements continuous, effective, and announced mechanism to cover absence, including suitable plans and procedures. The management is notified by the absence or a permission is obtained in advance to provide substitution, to guarantee that students are not affected by the absence, which positively impacted the learning of all students.

4- Employee satisfaction and stability

- The school maintains clear and announced policies and procedures to encourage employees, such as monthly and annual incentives and promotions and honoring. Those procedures are fairly and continuously implemented. Qualified employees are promoted through pre-set policies. However, the school needs to exert ore efforts to decrease teachers turnover and maintain qualified experienced teachers. The school implements a clear mechanism to measure employees feedback on school aspects. The results of such questionnaires show increased satisfaction level (92- 96%). All employees participated in the questionnaire.

Second Area: Financial Resources

Judgment: Highly Effective

1- Availability and suitability of facilities, services, and educational resources

- Facilities, services, and educational resources were found to be sufficient and suitable and support students' learning, such as resources that support class activities in all stages. Furniture is suitable to ages, numbers, and sizes of students. Facilities are available for sports, swimming pools, indoor areas for girls and boys, utilized in the morning line and other extra-curricular activities, indoor sports courts, music room equipped to the primary stage, computer labs, science and art labs, in addition to employees rooms. This has a positive impact on providing suitable learning environment, effectively contributing to the fulfillment of the school mission and vision.



2- Library resources and its effectiveness

- The school maintains a large library for all stages, providing resources, books, and furniture suitable for teachers' and students' needs in all stages, in addition to digital resources. Library employees organize work within the library and help students make use of the library by activating borrowing system and library sessions and activities, which contributed to the interest of almost all students.

3- Equipped science labs effectiveness

- The school maintains five science labs, three for high school (chemistry, physics, and biology), and two for primary stage. The labs are sufficient and equipped with diverse resources to support curriculum implementation. Internet-connected smart board is available. Lab officials prepare tools and resources for the lab sessions, which resulted in almost most students benefiting from the curriculum application through research and experiments.

4- Computer Labs

- The school maintains seven computer labs, equipped with computers suitable to the number of students, smart boards, and safe internet connection. Employees are available to provide maintenance and training. Classrooms were found to be equipped with interactive smart boards and computers, which support learning for almost all students.

5- Providing maintenance for facilities and tools

- The school was found to maintain hygiene and safety of the premises, facilities, and equipment. The school provides regular follow-up through contracting with cleaning, maintenance, and security companies. This contributed to maintaining the premises and facilities in a good condition, in addition to good lighting and ventilation in all facilities.

Third Area: Safety and Security

Judgment: Highly Effective

1- Maintaining safety and security

- The school applies clear, strict, and announced policies and procedures to maintain safety and security throughout the school and its facilities.



Supervisors play an effective role in the school, especially at the time of students' arrival and leave and students' transfer in the school buses. Students are also subject to supervision in recess times to maintain students' safety. Safety tools and procedures are applied within the science labs. Chemicals are maintained in a safe place in labs.

2- Emergency/Crisis Management and Training

- The school maintains clear procedures and policies to guarantee security and safety and for emergency and crisis management. Mock evacuation drills are regularly provided to students and employees. School emergency exits and assembly points are sufficient to guarantee safety and security. Evacuation plan is posted throughout the school. Fire extinguishers are equally distributed throughout school facilities. The school maintains valid civil defense license. The school applies procedures that guarantee safety of the school community.

3- Health Care Facility and Cafeteria

- The school provides two health care units licensed by the Ministry of health, equipped with medicine and equipment for first aid and emergency. A quarantine equipped room is available. Three nurses are available at school with a valid professional license certified by the Ministry of Health. The nurses play a critical role in raising health awareness within the school on healthy diet, regular eye-sight inspection, follow-up chronic cases and hygiene for protection against COVID-19. The school cafeteria is also supervised to guarantee catering healthy meals. Cooks hold professional health license. Meals catered to students are subject to control to guarantee quality and expiration dates by supervisor and nurses.

Key Strength Points

- 1- A plan for employees career development based on employees' training needs. The impact of the training on performance is measured resulting in quality educational and learning practices in applying the British curriculum.
- 2- The school premises, facilities, services, and resources are suitable and fulfill most students' educational needs and support class and extra-curricular activities.



- 3- Suitable resources are available, in addition to activities and computers sufficient to the curriculum needs and to support students' learning.
- 4- Science labs are sufficient and equipped with various sources to support research and experiments.
- 5- Computer labs are equipped with sufficient number of computers compared to the number of students. Safe internet connection is available.
- 6- Effective procedures to maintain safety, security, and hygiene. Maintenance is provided to all facilities.
- 7- The effective role played by nurses in following-up students health cases and controlling public safety.

Key Areas of Development

- 1- Take the actions necessary to obtain approvals from the Ministry of Education and Higher Education to employees.
- 2- Apply effective procedures to decrease teachers' turnover rate and maintain experienced teachers to support students' learning.

