



**Ministry of Education and Higher Education
State of Qatar**

**Qatar National School Accreditation Report
(QNSA)**

Newton British Academy - Al Dafna Branch

January 2023

**Private Schools Evaluation Section - School Evaluation
Department
Evaluation Affairs Sector
Academic Year 2022 - 2023**



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General Introduction

The national school accreditation process is an integral part of the evaluation of private schools in the State of Qatar.

The process of obtaining the Qatari national accreditation focuses on the self-study provided by the school in order to ascertain the most prominent strengths and aspects that need improvement and development in the school, and this is done by following up and monitoring the action plan, and the level of development in its practices and achievements in the five fields, namely quality of self-study, educational leadership, educational performance and learning environment, learner development and care, and resource management, which are the basic rules to ensure the quality of the school's performance, in accordance with international standards for school accreditation.

Accreditation officials in all fields and standards that are evaluated use consistent and specific procedures based on transparency and accountability through which evidence is collected and evaluated, thus making assessments and reaching results about the school being accredited.



National School Accreditation Fields

Fields	Aspects
1- Quality of Self-Study	<ul style="list-style-type: none"> ➤ Accuracy of self-study and students' achievements. ➤ Strengthening the national identity in the school. ➤ Action plan and improve the level of school performance.
2- Educational Leadership	<ul style="list-style-type: none"> ➤ The vision and mission of the school. ➤ Planning and administrative organization. ➤ Quality assurance system and effective performance in the school. ➤ Family and community partnership.
3- Educational Performance and Learning Environment	<ul style="list-style-type: none"> ➤ The quality of the application of educational curricula. ➤ Quality of learning. ➤ Learning environment.
4- Learner Development and Care	<ul style="list-style-type: none"> ➤ Students' academic achievement. ➤ Taking care of different categories of students. ➤ Behavior and discipline in school. ➤ Student Communication and Engagement
5- Resource Management	<ul style="list-style-type: none"> ➤ Human Resources. ➤ Material Resources. ➤ Security and Safety.



National School Accreditation Process

Sources of evidence collection:

A set of evidences is used to conduct and complete school accreditation processes by obtaining and collecting these evidences before, during, and after the visit.

Evidences are collected from the following key sources:

- Self-study of the school and business plan.
- Review and analyze school records and documents.
- Students' results in internal and external tests.
- Analysis of the results of school questionnaires.
- Interviews with school stakeholders: school principals, staff, students, parents,... etc.
- Live classroom observations, live or recorded interactive electronic classes.
- Educational tours.
- School performance report card.
- The Ministry's reports, including the report of the school's previous accreditation team.

Writing the National School Accreditation Report:

The preparation of the school report is based on the documents collected before the visit, the review of the self-study, and during the accreditation visit to the school, and the comprehensive review of the report is carried out and then submitted to the school itself and the responsible authorities in the Ministry of Education and Higher Education, the most important of which is the private schools affairs sector, and the responsibility for how to deal and address the recommendations and aspects of improvement and development contained in the report, and the preparation of the action plan is at the expense of the school to make decisions and achieve quality in the school's performance.

The report briefly describes the main sources of evidence, the methods applied and the results of the review, identifies the school's outstanding strengths and important areas for improvement, and is a general and important document for decision makers in the educational process.



Estimates and Assessments

Assessment	Illustrative Description
Very Effective (4)	➤ This assessment is granted if the quality of practices and procedures is continuously reflected in the improvement and development of all outputs of the educational process in the school, where the level of performance of the school and based on its evidences in the areas of evaluation is developed, has a great impact, is very strong, highly productive and exceeds expectations.
Effective (3)	➤ This assessment is granted if the quality of practices and procedures is reflected in the improvement and development of most of the outputs of the educational process in the school, where the level of performance of the school and based on its evidence in the areas of evaluation is in great progress and development, productive and meets expectations.
Fairly Effective (2)	➤ This assessment is granted if the quality of practices and procedures is reflected in the improvement and development of some outcomes of the educational process in the school, where the level of performance of the school and based on its evidence in the areas of evaluation meets expectations to some extent.
Ineffective (1)	➤ This assessment is granted if it is found that the practices and procedures applied have a limited impact or don't lead to improving the outcomes of the educational process in the school, as the development of work in the areas of evaluation and based on its evidence doesn't meet expectations.

- Estimates and assessments are reached objectively and transparently through quality assessments of what is offered in the school in the light of a set of clear criteria and indicators, in accordance with the above provisions:
 - The final assessment on the level of school performance is calculated by calculating the overall average for all areas.
 - If the school in public assessment receives a "**very effective**" grade, it is granted the national accreditation for a period of 5 years.
 - If the school in public assessment receives a grade of "**effective**", it is granted national accreditation for a period of 3 years.
 - If the school in public assessment receives a grade of "**fairly effective or ineffective**", it is not granted national accreditation.



Visit Information

Date of visit	➤ 25 – 31 January 2023
Type of visit	➤ Accreditation for the first time <input type="checkbox"/> ➤ Renewal of accreditation <input checked="" type="checkbox"/> ➤ Re-accreditation <input type="checkbox"/> ➤ Exceptional accreditation visit <input type="checkbox"/>
Number and percentage of classes viewed	➤ 30 classes. ➤ (70%).
Accreditation Team Leader	➤ Mr. Hatem Al-Saybi
Accreditation Team Members	➤ Ms. Suha Tahtmouni ➤ Ms. Wafaa Nassar ➤ Mr. Bashar Awad ➤ Mr. Mahmoud Al-Karrani
Team Supervisor	➤ Ms. Kholoud Al Mutawa



School Performance Result

- The accreditation team evaluated and measured the development of the school's performance based on the various standards and performance indicators of the Qatari National School Accreditation, which numbered (69) standards for the primary stage, and (71) standards for the preparatory and secondary stages, and it was found that the school was unable to achieve the required quality standards in school performance, and the team concluded that the school's performance is as follows:

Fields	Assessment
First Field: Quality of Self-Study	Effective
Second Field: Educational Leadership	Very Effective
Third Field: Educational Performance and Learning Environment	Effective
Fourth Field: Learner Development and Care	Very Effective
Fifth Field: Resource Management	Very Effective
General Assessment on School Performance	Very Effective

- Accordingly, **the school is granted National School Accreditation for a period of five years**, taking into account the recommendations contained in this report.



School Information & Data

School Name	Newton British Academy - Al Dafna Branch					
School Address	Al Dafna - Area No. 63 - Street No. 970 - Building No. 16					
Years of operation	The school was established in 2016					
Name of the school owner	Ms. Afaf Khalaf Ali Khalaf Al-Maadadi Dr. Jabr Fadl Muhanna Alnuaimi					
Name of the school principal	Mr. Patrick Sluaj					
Academic Stages	Kindergarten	K-1, K2				
	Primary					
Grade Levels	From first to sixth grade					
Grade Level	1	2	3	4	5	6
No. of Divisions	4	4	4	3	3	2
Followed Curricula	British Curriculum + Compulsory Curriculum for the Ministry of Education and Higher Education for the State of Qatar.					
External Tests	PIRA-PUMA/GAPS test for grades one to six.					
No. of Administrators	18	No. of teachers	58	No. of Students	576	
No. of Qatari Students	165	Percentage of Qatari Students	29%	No. of Arab Students	388	
School accreditations from (accredited organizations in the Ministry of Education and Higher Education)	None			Accreditation Expiry Date	_____	
Other branches of the school	Newton School Muraikh Branch - Smash Branch - West Bay - Qatifiya - Al Waab - Al Hilal - Newton Academy Barwa Branch - Newton International Branch Barwa.					
School Phone Number	44142294					
School Owner Email	jabral@gmail.com					
School Email	info.nba-dafna@newtonschoools.sch.qa					



Percentage of teachers transferring from school in three years			
Academic Year	2019 – 2020	2020 – 2021	2021 – 2022
Number of teachers	62	59	58
Number of teachers leaving	6	6	6
Percentage of teachers transferring	10%	11%	10%

- It was clear from the above table that the percentage of teacher transferring decreased throughout the three academic years (2019-2020, 2020-2021 and 2021-2022) due to the presence of measures to motivate teachers and the overall positive atmosphere within the school.

Percentage of students transferring from school in three years			
Academic Year	2019 – 2020	2020 – 2021	2021 – 2022
Number of students	664	571	576
Number of students leaving	45	100	106
Percentage of students transferring	6.7%	17.5%	18.4%

- It was clear from the above table that the percentage of student transfer increased in the two academic years (2020-2021 and 2021-2022), and one of the most important reasons for transferring students is to move to other branches of Newton Academy, especially those that include the preparatory and secondary stages, most notably Smash Academy.



School Vision

- An international community of learners strives for excellence and celebrates success.

School Mission

- We aim to provide the highest possible quality of education to our students and absorb all their abilities, by positively encouraging each student to achieve academic excellence, enjoy their various creativity, develop critical thinking skills and raise a generation that seeks lifelong learning and feels its responsibilities towards its homeland.
- To achieve this, we will provide:
 - A safe and supportive learning environment that fosters students' self-discipline and creates motivation.
 - Provide and maintain a calm and reliable environment, where teaching and learning are useful and developed.
 - Working in partnership with our staff, students, parents and wider community to achieve our vision.

School Objectives

1. Provide and maintain a calm and reliable environment.
2. Nurturing meaningful and modern teaching and learning.
3. Positive partnerships between staff, students and parents.
4. Diverse links with the wider community.

School Values

- Support, responsibility, environmental awareness, diversity and effective communication.



Analysis of the Fields of National School Accreditation

First Field: Quality of Self-Study

Level of self-study (Effective)

First Aspect: The accuracy of self-study and students' achievements	Assessment: Effective
<p>1- The accuracy of self-study in expressing the actual reality of the school</p> <ul style="list-style-type: none"> ➤ Most aspects of self-study reflect the actual reality of the school and its programs, in terms of the accuracy of the data and information provided by the school about students and staff, the educational programs and services provided to them, and the school plans and projects, and the evidence provided supports the school's ability to identify most of the strengths and aspects that need improvement and have been included in the school's procedural plans. <p>2- Stakeholder participation in self-study preparation</p> <ul style="list-style-type: none"> ➤ The school prepared the self-study through the formation of committees and focus groups for each field, and then meetings and seminars were held with the members of each committee, as well as through questionnaires addressed to parents, staff and students, in addition to benefiting from the feedback provided by those parties, and it was found that most of the stakeholders' representatives were involved in collecting information, data and evidence. <p>3- Student Achievements (Academic and Non-Academic)</p> <ul style="list-style-type: none"> ➤ Most of the students' academic achievements are related to the learning objectives and curricula applied effectively, as the school has achieved a high level in the State of Qatar in the (TIMSS) tests, and the achievements of non-academic students reflect the school's role in developing their skills, such as a number of students achieving first position in the competition (Knights of the Arabic Language) organized by Newton Schools Group, and some students have achieved advanced positions in the competition (The Holy Quran) and (The Little Muhadeth) organized by the Ministry of Awqaf, so the school needs the participation of a larger number of students in Various internal and external school competitions to develop their creativity and innovation skills, and achieve more non-academic achievements. 	



Second Aspect: Quality of strengthening national identity in the school	Assessment: Effective
<p>1- Promoting National Identity and Qatari Culture, and Instilling Islamic Values</p> <p>➤ The school administration is committed to preparing and implementing various and continuous plans, activities and programs to enhance the national identity and Qatari culture, instill Islamic values, and follow up their implementation in most aspects of the school's work, as the vision, mission, objectives and policies are in line with the general directions of the state, and the school has an executive plan to promote the Qatari national and cultural identity and values in the school, such as the project (My value draws my identity). Learning activities are also linked to Qatari culture during lesson planning, and a place is provided for students to perform prayer in the school. The school also implements activities that promote national identity such as national celebrations and during the morning assembly of students, in addition to participating in many competitions such as the "Knight of Responsibility" competition and the "FIFA Day" activity. The students' works, activities, and appearance of teachers and students reflect the promotion of Qatari culture and national identity in the school.</p>	

Third Aspect: Action plan and improving the level of school performance	Assessment: Very Effective
<p>1- School Performance Progress Report</p> <p>➤ The progress report prepared by the school is identical to the reality of the school, and reflects the work on all the recommendations of the previous accreditation report, which led to the improvement of various aspects of work in the school, such as improving aspects related to the consistency of effective teaching practices in the grade levels, and providing appropriate support to gifted and talented students, students with special educational needs and students with disabilities.</p> <p>2- The quality of the action plan, its measurability and follow-up of its implementation</p> <p>➤ The action plan prepared by the school based on the current self-review process is comprehensive, clear and measurable, and commensurate with the school's material and human potential, as it includes the basic components of the procedural plan, and all the targeted fields of improvement that the school has set for itself in the self-study, as well as the school has developed an annual procedural plan, and another plan for priorities for the different stages, and the objectives of these plans have been developed based on the continuous follow-up and evaluation processes carried out by the school, which led to achieve most of its objectives and improve student learning.</p>	



3- The realism of the work plan / development plan and its adaptability with the actual needs of the school

- The action plan is commensurate with the actual reality of the school, and includes all areas of improvement reached by the school in self-study, and this plan also corresponds to most of the areas of improvement reached by the visiting team.

The Most Important Aspects of Strength

- 1- The accuracy of self-study in expressing the reality of the school and the progress of its performance.



Second Field: Educational Leadership

Level of Educational Leadership (Very Effective)

First Aspect: School Vision & Mission

Assessment: Very Effective

1- Clarity of vision, mission and objectives of the school and its compatibility with the general directions of the state

- The school has a clear and declared vision, mission and objectives for almost all stakeholders, and it is compatible with all the general directions of the state, and it is also published in all grade levels and throughout the school, and through the website and school correspondence, as well as periodic meetings are held with stakeholders, and the vision and mission of the school are repeated daily by students, and the school implements questionnaires about the school's vision and mission and how to contribute to achieving it, and it was also clear that all the school's objectives are compatible with the vision and mission, to ensure the achievement of high expectations and continuous improvement.

2- The realism of the vision, mission and objectives of the school and its suitability to its capabilities and material and human resources

- It turns out that all the objectives and mission of the school are realistic and measurable, as they are within the capabilities of the school and its human and material capabilities, and educational resources are provided in all grade levels and sports facilities, and educational facilities suitable for the kindergarten stage and a play area equipped with educational resources suitable for the ages of children have been provided, as well as laboratories suitable for the primary stage, where teachers benefit from the available resources and are activated with doubt to effectively in student learning.

3- Reflection of the vision, mission and objectives of the school on the various aspects of work (administrative and academic)

- It shows the integration and application of the vision, mission and objectives of the school and its six values emanating from the values of the curriculum applied in school programs and activities through the activities of the morning queue and the organization of internal and external competitions, which reflected positively on almost all administrative aspects, as well as the positive impact of the school's vision and mission on the behavior of students and their relationships based on mutual respect with teachers and each other, as well as their academic results in various tests, and on the performance of teachers in the kindergarten stage in applying teaching strategies that meet the needs of children. The consistency of the teaching practices of female teachers and the positive role of female assistant teachers, as well as the effective performance of teachers at the primary level, the use of technological means in the service of learning objectives, and ensuring consistency in good educational practices between different subjects and departments.



4- The school's ability to determine its degree of success in implementing and achieving its mission and objectives, and stakeholder engagement

- The school has comprehensive and clear procedures to measure the extent to which it achieves its vision, mission and objectives through holding periodic meetings, analyzing students' results in internal and external tests, and limiting students' achievements in internal and external activities and competitions, and there are various questionnaires to measure the satisfaction of parents, students and teachers with the academic and service aspects within the school to achieve its vision, mission, objectives and compatibility with the vision of the State of Qatar 2030, which led to effective decisions that contribute to the continuous improvement of most aspects of the school's work.

Second Aspect: Planning and Administrative Organization

Assessment: Very Effective

1- Compliance with the regulations and laws of the Ministry of Education and Higher Education and the relevant government agencies

- The school applies all the regulations and laws of the Ministry of Education and Higher Education and the relevant government agencies such as the availability of valid licenses (educational license, trade license, fire prevention and firefighting certificate, nurses' license) and the school also applies the academic policy for the Ministry's compulsory subjects, as well as the Board of Directors carefully and effectively follows up all procedures related to full compliance with the application of the Ministry's systems and is keen to implement them.

2- Planning, implementation and follow-up to achieve the school's objectives

- The school has a comprehensive and announced strategic plan for three academic years (2021 - 2024 AD) that includes eight main objectives, and the school has developed a priority plan for the current academic year (2022 - 2023 AD) and began working on these priorities and was also included in the school's work plan, where the school principal, the principal of the primary stage, and the kindergarten and primary coordinators contribute to its preparation and implementation, and there is a plan for the academic departments and meetings are held to discuss these plans and benefit from them in developing the school's performance in most areas such as teaching practices and educational activities, and the amendment of plans and programs according to the needs of the school, which contributed to achieving its objectives and priorities, but it was found that the school needs more work to reduce the percentage of students moving from the school to other branches, as it was found to increase in the academic years 2020/2021 AD and 2021/2022 AD.

3- Rules, regulations and policies governing the work of the school

- The school has clear, comprehensive and announced policies for stakeholders covering various aspects of work such as employment policy, security and safety policy, student evaluation policy, and behavior policy, and the school's policies are compatible with its values and objectives, and with the regulations



of the Ministry of Education and Higher Education, and are reviewed and updated periodically and effectively, as well as the definition of school policies through the teacher's guide, and the parents' guide, and these policies support the work plan, the school's priorities and the standardization of educational practices, which contributed to the ease of workflow and enhance the process of Continuous improvement of almost all aspects of the business.

4- Organizational Structure and Job Descriptions

- The school has a comprehensive and announced organizational structure for jobs in the school, which clarifies the sequence of roles of senior and middle management, commensurate with the size and nature of the school, and determines the sequence of tasks and responsibilities, and the school also has a clear, detailed and announced job description for all employees in which it defines the duties, responsibilities and role of each employee in the school, which contributed to the smooth conduct of all aspects of work with no overlap and conflict in powers.

5- Distribution and delegation of tasks and responsibilities

- Responsibilities and tasks are distributed to school staff fairly and according to qualifications and experience, and all appropriate and effective solutions are taken for emergency situations, and there is a clear mechanism for delegating tasks from the board of directors and senior and middle leadership, showing the effective role of the school principal, the primary principal and the coordinators of the kindergarten and primary stages in following up the performance of teachers and making the necessary decisions, which led to the accuracy of completing almost all tasks.

6- Mechanism of communication between employees

- The school has a variety of ways and means of communication between senior leadership and employees, and between employees and each other via e-mail, holding periodic meetings for academic departments, and using WhatsApp, which contributed to the ease of completing work and creating a positive work environment characterized by cooperation and a sense of responsibility, and led to the satisfaction of most employees with the work environment in the school.

7- Involve stakeholders in the decision-making mechanism and take their opinions and suggestions

- The school applies a mechanism to take the opinions and suggestions of stakeholders, through periodic meetings with stakeholders, and through the implementation of school questionnaires to measure satisfaction about various aspects of the school, and these questionnaires are analyzed to benefit from them in making appropriate decisions and solutions to improve most aspects of work in the school, and it was also found that these questionnaires are of quality and include measuring satisfaction and expressing opinions freely towards most aspects of work, and the satisfaction rate of most teachers, parents and students is higher than (85%) about most aspects of the business.



8- The Role of the Owner/ Board of Directors in Planning and Supporting School Work, and his Relationship to School Leadership

- The Board of Directors has comprehensive knowledge and awareness of the administrative and academic aspects of work in the school, through holding regular meetings to follow up on the performance of the school, and providing the required support for the implementation of school operations, and the extent to which the school's vision and mission are achieved is followed up by delegating the senior leadership of the school, holding it accountable for performing its tasks and contributing clearly to strategic decisions, and following up on student results and professional development programs and its impact on teachers' performance to ensure the unification and participation of good teaching practices in kindergarten and primary stages and various subjects, which contributed to the quality of all services provided approximately and to ensure the quality of education in the school.

Third Aspect: Quality and Performance Effectiveness System

Assessment: Very Effective

1- Follow-up and evaluation of the performance of employees in the school

- The school has a continuous and effective system to evaluate and follow up the performance of old and new employees through clear and announced standards and indicators, where the Board of Directors follows up the performance of the school principal, who in turn follows up the performance of the primary principal and the coordinators of the kindergarten and primary stages, and the senior and middle management and team leaders follow up all teachers through class visits, as well as the completion of the tasks listed in the various plans is followed up by applying performance indicators that include plans and clarity of objectives, and continuous feedback is provided to teachers on the most important good practices and aspects that need improvement, the school also periodically follows up on administrative staff through special evaluation forms, which contributed to the development of the performance of almost all employees.

2- Monitoring and following up students' performance

- The school has an effective and accurate system to follow up and monitor the level of student performance through the application of internal and external tests, and the school analyzes the results of students over successive periods of time to measure progress and conduct a continuous improvement process, and the school has prepared a comprehensive plan for the development of students' performance and follow-up quarterly, which contributed to improving the performance of almost all students.

3- Follow-up, evaluation of plans, programs, and projects

- The school evaluates all plans and programs using evaluation indicators aimed at analyzing academic practices and good practices in the school, and continuous questionnaires are implemented to evaluate the projects and school and cross-school activities implemented by the school, as well as through



meetings with staff, and periodic review of the curriculum, and periodic meetings are held with the Board of Directors to discuss the school's achievements, and aspects that need improvement, which led to adjustments to plans and programs according to the needs of the school.

Fourth Aspect: Family and Community Partnership

Assessment: Effective

1- Communication with parents and their participation in school life

- The school communicates with parents in a variety of ways through text and electronic messages, phone calls, the (Class Dojo) program and periodic school meetings, in order to introduce the school and its policies, and follow up on the academic and behavioral aspects of their children, in addition to providing a guide for parents to introduce the school's vision, mission, objectives, applied curriculum and school policies, which led to the comprehensive awareness of most parents of the various school aspects, and the parents council has an effective role in delivering the voice of parents and supporting the school also encourages parents to participate in school life by organizing activities and programs for them, such as meetings (morning coffee and living classes) and volunteer activities in the school, and providing professional development workshops for parents about the school curriculum, but the school still needs to continue working on providing more programs and activities to raise the rate of parents' participation in school life, in order to contribute to supporting the work of the school.

2- Parents' satisfaction with the efficiency and effectiveness of the school and compliance with their opinions, suggestions and observations

- The school provides the opportunity for parents to submit their complaints, and seek urgent and effective solutions to them through a clear mechanism and procedures, and the parents council contributes to communicating parents' opinions and suggestions to the school administration, which in turn seeks to take the necessary measures, such as changing the dates of students' departure during the blended education period at the request of parents, and the floor of the play area for the primary stage has been changed, as well as the school implements regular questionnaires for parents to measure their satisfaction with aspects of the results are analyzed, and used in making school decisions, and parents were satisfied with the school by 93%.

3- Communication of the School with Community Institutions

- The school organizes and participates in various national and community events, and activities held in other schools with the involvement of most school departments to support the teaching and learning processes such as holding professional development workshops for school teachers in partnership with Qatar International School, exchanging experiences with teachers in Newton School Group, as well as cooperating with the Department of Social Sciences at Qatar University to train the students of the department in the school within the community service program, and the school is implementing a social responsibility program to strengthen its partnership with local community institutions. In addition to the



participation of students in competitions with Newton School Group, such as the competition (gifted and talented students).

The Most Important Aspects of Strength

- 1- Clarity of the school's vision, mission and objectives, and integrating it in various aspects of work.
- 2- Implement clear, comprehensive and announced policies and regulations to ensure the ease and organization of school work.
- 3- Implement an effective mechanism for delegating tasks and responsibilities according to qualifications and experience, to ensure accurate completion of work.
- 4- The diversity and effectiveness of the ways of communication between the leadership and employees, and the positive work environment where it is characterized by cooperation, which contributed to facilitating the completion of work.
- 5- The positive role of the Board of Directors in follow-up, accountability and strategic decision-making to ensure the achievement of the school's objectives.
- 6- The diversity of ways of communication between the school and parents and their positive impact on following up and supporting the academic and behavioral aspects of their children.
- 7- Respond quickly to parents' complaints and provide appropriate solutions, and parents' satisfaction with the efficiency and effectiveness of the school.

The Most Important Aspects that Need to be Improved and Developed

- 1- Reducing the percentage of students transferring from school.
- 2- Continue to work to enhance the participation of parents in school activities.



Third Field: Educational Performance and Learning Environment

Level of Educational Performance and Learning Environment (Effective)

First Aspect: Quality of curricula application

Assessment: Very Effective

1- The comprehensiveness of the curricula, and its compatibility with the vision, mission and objectives of the school, and the desired expectations in each stage of study

- The curricula are aligned with the vision and mission of the school, and meet the educational, psychological and physical needs of students in a diverse and effective manner, as well as develop their abilities and skills in line with the expectations expected of them at each stage of study to support the achievement of almost all of the school's goals.

2- Planning and follow-up to achieve the objectives of the curricula

- The school applies comprehensive educational plans that include the desired objectives and expectations of students, which are appropriate to the curricula standards for each stage of study in different subjects, and the plans are implemented and followed up effectively and in a variety of ways, to achieve almost all curricula objectives, as these plans clarify the topics and educational objectives that will be taught, and how to achieve the concepts of lessons, and their activities, and individual differences are determined between students to achieve learning goals in proportion to the needs of students.

3- Activities and programs supporting curricula (school and cross-school activities)

- The school implements various plans for school and cross-school activities that support the curricula, meet the needs of students and promote their personal growth, and enable them to develop knowledge, abilities and skills appropriate to them and their grade levels standards, in order to support the achievement of almost all the school's goals such as (Arabic language activity, arts and drama, football, basketball, mathematics and others) in addition to a range of paid activities such as (karate club, chess club, etc.) and it was clear that students participated in the activities where the number of participating students was 424 students (160 children of them in kindergarten stage).

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

- The school promotes the national identity and Qatari culture through the implementation of plans, activities and competitions in most academic stages such as (National Day celebrations and Sports Day) and the activity (My value draws my identity) and is also included in all daily lesson plans in the curriculum of compulsory subjects, and the Qatari identity is supported in most classes)

5- Curricula Review

- The school continuously reviews the curricula according to a clear, regular and effective mechanism based on developments, and analyzes the results of students in various assessments, and modifies the curricula, plans, programs, school activities and resources, and ensures that they are free of what violates the Qatari culture and Islamic values through team meetings in each subject, as well as senior



management meetings, and is updated annually, quarterly and weekly when needed to support and achieve almost all curricula goals, and in line with the vision, mission and objectives of the school, for example. For example, a unit in science in the fifth grade was canceled due to its conflict with the Qatari environment.

Second Aspect: Learning Quality

Assessment: Effective

1- Teaching Strategies and Methods

- Teachers use a variety of teaching methods and strategies appropriate to the age stage of students, centered on students, taking into account different learning styles, and supporting their acquisition of skills, as the learning style was used by playing, and higher thinking skills in the kindergarten stage, while primary school teachers used the method of dialogue and discussion, and the method of solving problems, in addition to activating the strategy (DRICE) and teamwork, which contributed to the learning of most students in different subjects.

2- Taking into account the individual differences between students

- Teachers use various teaching methods and school activities (individual, bilateral and group) that take into account the individual differences and different levels among students, which contributed to meeting most of their educational needs in the grade levels, and supporting their progress and acquisition of skills and knowledge in different subjects.

3- Developing students' higher thinking skills and critical thinking

- Most of the school's teachers apply teaching methods that develop the higher thinking skills and critical thinking of most students in the kindergarten and primary stages, which reflected positively on students' skills.

4- Employing technological means in teaching

- Teachers employ technological means such as smart boards and educational videos, and they are continuously used in lesson activities to simplify ideas and concepts, and to achieve the objectives of the curricula in different subjects, which contributed to supporting the learning of most students.

5- Students' motivation towards learning and independence at work

- Teachers use diverse and effective teaching methods that motivate most students to participate in the classes and raise their motivation towards learning in classes, and these methods also encourage the promotion of independence and responsibility in learning, such as giving an opportunity to think in various ways to solve mathematical problems, and discuss in groups to solve different problems, and it has shown the ability of most students to apply what they have learned and use their acquired knowledge and skills.

6- Methods of assessing learning skills and achieving curricula objectives



- Teachers apply various verbal and written constructivist and concluding assessment methods such as solving textbook exercises and multi-level worksheets, which contributed to measuring the extent to which most students understand and comprehend new concepts and skills, and ensure that the objectives of the lesson activities are achieved before moving to the new goals, and the feedback provided by teachers is constructive and varied in the subjects, and contributed with clear doubt to support the learning of most students.

7- Class Management

- Almost all teachers have the ability to manage classes, and teacher-student relationships are positive, respectful and collaborative, resulting in interaction between students and teachers and between students and each other, which contributed to the effective achievement of lessons objectives.

8- Quality of application of the mandatory curricula

- Teachers in compulsory subjects (Arabic, Islamic education, Qatari history) apply various teaching methods and school activities, take into account individual differences, and achieve the objectives of lessons for most students in those subjects, as well as structural assessment activities are carried out to identify the extent to which most students understand and comprehend the material presented at all stages, and teachers provide various feedback that contributed to supporting the learning of most students, and although the compulsory subjects department has made remarkable progress in performance since the previous visit, it was found the need for Arabic language teachers to apply teaching methods that develop students' higher thinking skills.

Third Aspect: Learning Environment	Assessment: Effective
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1- Grade Levels Learning Resources and Methods

- The grade levels are equipped with a variety of educational means and resources that are appropriate for the application of the curricula and support the learning of most of the educational styles of students, such as the availability of the smart board in all grade levels, and the school also provides supporting resources such as books and worksheets, in addition to the necessary educational aids such as flashcards to support and enhance students' learning, and show the diversity of educational corners in the kindergarten stage inside and outside the grade levels such as the corner of acting, shopping, playing with water and sand, the construction area, the zoo and the reading area, in addition to the corners of cubes and drawing, putty and others.

2- Classroom Organization

- The classroom space and equipment are suitable for the number and age of students, and are organized to help learn and follow almost all students through the implementation of various individual, bilateral and group activities.



3- Showcasing students' work

- The students' work and achievements displayed in the classrooms and corridors of the school are diverse, and appropriate to the objectives of the curricula in most classrooms, but it has been noted that the work needs constructive feedback by teachers that motivates students to achieve.

The Most Important Aspects of Strength

- 1- Apply comprehensive, effective curricula that is compatible with the vision, mission and objectives of the school, which contributed to supporting the achievement of the school's goals.
- 2- Implementing comprehensive long, medium and short-term educational plans in school subjects and following up their implementation effectively and in a variety of ways, which contributed to achieving the objectives of the curricula.
- 3- The school provides diverse and effective cross-school activities and programs that promote students' personal growth and meet their needs, and develop their skills, abilities and knowledge.
- 4- Use diverse and effective teaching strategies that encourage students to participate and interact, and develop students' critical thinking skills.

The Most Important Aspects that Need to be Improved and Developed

- 1- Use more teaching strategies that support students' higher thinking skills in Arabic classes.



Fourth Field: Learner Development and Care

Level of Learner Development and Care (Very Effective)

First Aspect: Students' Academic Achievement

Assessment: Very Effective

1- Evaluation Policy and Utilization

- The school applies a comprehensive, clear, announced and appropriate assessment policy for the applied curricula (the British curriculum and the curriculum of the Ministry of Education and Higher Education for compulsory subjects), which led to measuring the achievement of the objectives of all curricula, as the policy includes continuous assessments and internal and external tests, and the school also benefits from analyzing tests continuously in determining the educational needs of students, and making the necessary decisions, including curriculum modifications, support programs and modified plans, and school coordinators and team officials follow up on students' progress through periodic meetings with classroom teachers in the kindergarten and primary stages in order to discuss students' results and determine their levels, where teachers monitor the results of students' evaluations and internal tests in the application (SIMS) to follow up on measuring their progress continuously, and many comparisons are carried out for students' results in all subjects, which led to meeting their needs and improving the learning of most of them.

2- Assess students' knowledge and skills upon enrolment and at the beginning of the year/semester

- The school applies an admission test when students enroll in the study at the beginning of the academic year in English and mathematics, and diagnostic tests for all stages at the beginning of each semester in all subjects, including Arabic, and the results are analyzed and utilized to identify the level of students' knowledge, prepare appropriate support plans, and provide activities and programs that suit the individual needs of almost all students.

3- Internal Assessments

- Almost all internal assessments include various questions graded in depth of knowledge, and are commensurate with the curriculum standards for different grades, including questions to develop students' higher thinking skills and prepare them for external tests, in addition to that the school follows clear and specific standards for estimating students' grades in assignments and assessments, and it was found that they fit the curriculum standards, which led to a fair assessment of grades and providing constructive feedback that supports the learning of most students, and reflects the real achievement of their knowledge and abilities in Various subjects.
- Children in kindergarten and preschool stages are assessed in a variety of continuous ways, including the evaluation of children's work by direct observation during the implementation of various activities, playtime, using various tools such as Tapestry, and their development is tracked by uploading activities and videos through the school's website.



4- Students' academic performance in internal tests over successive periods of time

- The school analyzes the results of internal tests for all subjects (English, mathematics, science, history, geography and compulsory subjects) for the primary stage, while in the kindergarten stage, students are followed up in various skills, and these results are compared across the three semesters and over a period of three years (2019-2020 AD, 2020-2021 AD and 2021-2022 AD), where the data of the results of these tests show a clear progress in the results of most students from one year to another except for 2020-2021 AD, the results of students in the grades for some skills decreased from the year 2019-2020 AD, such as writing skill for the second grade, decreased from 91% in 2019-2020 AD to 75% in 2020-2021 AD.

5- External tests and their compatibility with the school curriculum

- The school applies external reading tests (PIRA), grammar tests (GAPS) and mathematics test (PUMA) at the end of each semester for grades one to six, in addition to the availability of various electives that meet the needs of most students.

6- Students' academic performance in external examinations over successive periods of time

- Analysis of students' results in external tests for the primary stage shows the following:

Reading Level Measurement Test (PIRA) for grades one to six:

- The results of the comparison of the reading test (PIRA) for the academic year (2020-2021) and the academic year (2021-2022) showed progress in the percentage of students who achieved results equal to or higher than the global level in most grades, as the results showed the following:
 - First grade: The percentage increased from 86% to 89%.
 - Second grade: The percentage increased from 86% to 87%.
 - Third grade: The percentage increased from 60% to 67%.
 - Fourth grade: The percentage increased from 72% to 85%.
 - Fifth grade: The percentage increased from 70% to 76%.
 - Sixth grade: The percentage decreased from 74% to 58%.

Math Placement Test (PUMA) for grades one to six:

- The results of the comparison of the Mathematics Test (PUMA) for the academic year (2020-2021) and the academic year (2021-2022) showed progress in the percentage of students who achieved results equal to or higher than the global level in most grades, where the results were as follows:
 - First grade: The percentage increased from 92% to 95%.
 - Second grade: The percentage increased from 88% to 90%.
 - Third grade: The percentage increased from 77% to 81%.



- Fourth grade: The percentage increased from 71% to 94%.
- Fifth grade: The percentage increased from 83% to 87%.
- Sixth grade: The percentage decreased from 92% to 67%.

Grammar Level Placement Test (GAPS) for grades one to six:

- The results of the GAPS comparison for the academic year (2020-2021) and the academic year (2021-2022) showed progress in the percentage of students who achieved results equal to or higher than the global level, as the results were as follows:
 - First grade: The percentage increased from 74% to 97%.
 - Second grade: The percentage increased from 55% to 79%.
 - Third grade: The percentage increased from 79% to 89%.
 - Fourth grade: The percentage increased from 60% to 85%.
 - Fifth grade: The percentage of students with an international level and higher than 83% is stable.
 - Sixth grade: The percentage increased from 67% to 89%.

7- Academic performance in international tests

- **TIMSS 2019 Test:** The school achieved higher than the global average for countries participating in fifth grade math and science.

8- Student Performance Reports

- The school prepares three clear and comprehensive reports that include students' academic and behavioral performance, the extent to which students achieve the objectives of the curricula in each subject, and reflect the level of real achievement of their knowledge and abilities in all subjects, and an overview of the general performance of students and the areas that need improvement, and the reports are sent to parents periodically and discussed with them.



Second Aspect: Caring for different categories of students

Assessment: Effective

1- Caring for students (gifted, outstanding, learning difficulties, and people with disabilities)

- The school has a clear mechanism and procedures to identify gifted and outstanding students with learning difficulties through continuous assessments and semester tests, in addition to direct observations from the class teacher, and the school has a clear policy and special plans for this category of students, and the school implements activities to support their development continuously, whether classroom activities within the classroom and asking questions appropriate to their levels, and implementing exercises in which a level of challenge and creativity to support their skills, and also through the organization of internal competitions between Newton's schools, and external competitions between the school and other schools in the country, the school continues to support this category of students, resulting in the care and support of most of their needs.

2- Caring of students with low academic performance

- The school identifies students with low academic achievement through admission tests, as well as diagnoses some cases through the observations of the class teacher, and the school provides individual and group support to these students through specialized support staff and an organized class program for them, in addition to following up on plans and programs for this category of students on an ongoing basis to ensure their effectiveness, which led to caring for and supporting the needs of almost all students.

3- Supporting students' achievement in languages other than native languages (including Arabic) to achieve curriculum objectives

- The school implements appropriate and varied plans, programs and activities, and educational resources are provided to support the achievement of most students in the new languages as English is not the mother tongue of most students, and accordingly, the school has provided several programs for students such as the reading program on the (Doodle) platform in the primary stage, and the (TALK 4 WRITING) program in order to support the achievement of the objectives of the curriculum in various subjects, but the school needs to provide more activities and programs that contribute to raising The level of performance of non-Arabic speaking students.



4- Celebrating students' various achievements

- The school honors outstanding and distinguished students and those who improve their performance through various incentives and rewards for academic and non-academic achievements such as certificates of appreciation, medals and cups, and honoring students with achievements in front of their colleagues during the weekly meeting held every Thursday or during the school's celebrations of national or international events, in addition to ClassDojo and House points that are awarded to students who are distinguished behaviorally or academically, and who make improvement during daily classes at the school, which encourages most students to Improvement and a sense of pride.

5- Children's progress and development in kindergarten

➤ Advances in language and communication skills

- Most children in kindergarten and preschool show progress in listening and comprehension skills, challenge and interact in terms of following classroom rules, listening to the teacher's instructions, singing songs, interacting with the teacher and their peers and expressing themselves, recognizing pictures, letters and numbers, and while carrying out activities such as connecting letters to pictures and writing their names.

➤ Progress in arithmetic skills

- Most children show development and progress in arithmetic and writing skills, as they can count, recognize and write numbers.

➤ Personal, social and cognitive development

- Most children in kindergarten and pre-school show cognitive and social progress through their knowledge of class laws, daily routine, play time, as well as during mealtime and washing their hands, and children can apply what they have learned and express themselves and their knowledge in different ways, as well as children show full awareness of those around them by returning the greeting, asking for help from the teacher when needed, and helping their peers in the educational corners.

➤ Physical Development

- Most children show physical development and growth of fine muscles through the ability to hold and use pens, colors and toys, in addition to their ability to control large muscles by performing exercises such as running in place, in addition to using toys in the school's indoor yards.



Third Aspect: Behavior and discipline in school

Assessment: Very Effective

1- Application and follow-up of the behavioral policy

- The school applies a comprehensive, detailed and clear behavioral policy that is published and shared with all stakeholders, and is applied fairly, continuously and effectively, where behavioral violations are followed up and appropriate actions and solutions are taken positively, and there is a tracking program for behavioral cases by teachers who are eager to add information about the behavior of any student daily, and the behavior is reinforced by rewarding positive behavior, which reflected positively on the commitment of almost all students to positive behavior and their sense of justice and equality.

2- Relations between students and teacher and between students and each other

- The environment in the school promotes mutual respect, positive relationships between almost all students and teachers and between students and each other, most staff show good role models for students, most teachers and students look modest and respect Qatari culture, and the school adopts anti-bullying programs and supports respect and appreciation of others.

3- Programs and activities that support the personality that promote good morals and Islamic values among students

- The school implements special programs and activities that promote good morals and Islamic values in the hearts of students, and are in line with the vision, mission and objectives of the school, where classes such as philosophy for children are applied for grades one to six and students are motivated to think critically, and students are also involved in various programs and activities such as collecting donations and sending them to charities in the country, in addition to implementing the values program, which is applied in an organized manner, which led to Personal enhancement for most students.

Fourth Aspect: Student Communication and Engagement

Assessment: Very Effective

1- Counseling and Psychological / Social Support Services

- The school has an appropriate diagnosis and support system for students who need counseling and psychological support services, and the school's social worker follows up on all cases in several ways, including direct personal interviews or through an organized referral system that starts from the classroom, where students are observed during classes by classroom teachers, in addition to the availability of various individual plans for all cases to ensure support and achieve improvement.

2- Students' opinions, perceptions, and participation in school programs and events

- The school has procedures to measure the satisfaction of all students with school programs and events through quarterly questionnaires, the student council, in addition to direct communication with students, and it was found that the percentage of student participation in the questionnaires is higher than 75%, and the satisfaction rate is high in those questionnaires, which include various aspects in the school;



academic and administrative, as it turned out that the role of the student council in the school is effective and their voice is heard, and students' proposals are used to make the necessary changes and develop aspects different in school.

The Most Important Aspects of Strength

- 1- The school benefits from the analysis of the results of various tests in determining students' levels and preparing effective support plans to be supported and ensure their progress on an ongoing basis.
- 2- High results of students in external tests (GAPS, PIRA, PUMA) in most grade levels.
- 3- The school has clear procedures in place to identify outstanding students and learning difficulties and provide them with appropriate support to develop their skills.
- 4- Implement a comprehensive, detailed, clear and applied behavior policy fairly, consistently and effectively, which positively affected students' behavior.

The Most Important Aspects that Need to be Improved and Developed

- 1- Make further efforts to ensure the impact of support provided to students studying Arabic as a second language.



Fifth Field: Resource Management

Level of Resource Management (Very Effective)

First Aspect: Human Resources

Assessment: Very Effective

1- School recruitment policy to ensure the efficiency of its human resources

- The school applies a clear, comprehensive and effective recruitment policy, to ensure that all vacancies and needs are filled according to the organizational structure of the school, and the policy is modified and reviewed in proportion to the needs of the school, which led to the quality of staff selection, and the school selects qualified teachers according to the standards of teaching the British curriculum with educational qualifications, and all teachers, staff and assistants have obtained approvals from the Ministry of Education and Higher Education, and their qualifications and specializations correspond to the subjects they teach, which led to the quality of educational practices In school subjects.

2- Professional development to take into account the individual needs of employees

- The school has implemented a professional development plan and programs for all employees based on the professional needs of teachers and regular follow-up and through continuous assessments and analysis of the results of students' outputs, and professional development programs are prepared for middle and senior leadership to promote them to new positions, and the professional development plan for employees includes external training courses by contracting with two international companies, companies via websites, and internal companies such as (OLIVE, EDU CARE & 4C) in which all employees (senior and middle management, department heads, teachers and administrators) participate). The development plan also focuses on training workshops on (teaching strategies through (DRICE) brainstorming methods, providing support in the classrooms for students (LA, EAL), strengthening national identity in classes, first aid, security and safety methods, depth in thinking, formative assessment, modern strategies, developing strategies to enhance leadership in middle management) and the impact of these courses is measured by attending classes by department heads and senior leadership to evaluate the performance of teachers, which reflected positively on The performance of most administrators and teachers, and induction programs are implemented for new teachers and their integration into professional development programs, which reflected positively on their teaching practices.

3- Monitor employee attendance

- The school has an effective and continuous system to follow up the attendance and departure of employees that is clarified to all employees during recruitment through policies, the teacher's book and internal workshops, and the process of following up attendance and departure is carried out on a daily basis by the human resources team in the school, which led to the discipline and commitment of all employees to school hours, and the school implements an effective, continuous and announced



mechanism to cover the absence of teachers that includes appropriate plans and procedures, while providing the necessary resources and means to ensure that students are not affected by the state of absence, which it reflected positively on the learning of all students.

4- Employee Satisfaction and Job Stability

- The school has a clear and announced policy and procedures to motivate employees such as monthly and annual incentives, in addition to promotion and honor, and these procedures are applied fairly, as well as those with ability and competence are promoted to higher positions in the school or in the Newton School Group through a policy set by the school, which led to job stability as the transition rates (10%) The school also has an effective and organized mechanism to measure employee satisfaction with aspects of work and is used to make adjustments, and find solutions The analysis of the results of the questionnaires shows that the satisfaction rate of almost all employees reached (91-95%) where all employees participated in conducting the questionnaire and the country of the number of participants (100%)

Second Aspect: Material resources

Assessment: Very Effective

1- Availability and suitability of educational facilities, services and resources at the school

- All educational facilities, services and resources inside and outside the classrooms are appropriate and sufficient and support students' learning of the curricula applied in the school, such as resources that support classroom activities at all school levels, and interactive whiteboards in all grades, and the furniture in all educational facilities is suitable for the age stage, numbers and sizes of students, and the school has facilities and resources for sports activities, such as outdoor and indoor sports fields, outdoor yards, as well as a music room equipped and activated for the primary stage, as well as the school provides sufficient rooms and suitable for all employees, which reflected positively on the availability of a suitable and stimulating environment for students and teachers, which effectively contributes to achieving the school's goals and vision and mission.

2- Library Resources and their Effectiveness

- The school has a library with an area suitable for the number of students and equipped with furniture suitable for different age groups, in addition to computers, interactive smart screen and tablets connected to the Internet to support students' scientific research skills, and appropriate educational resources are available that support the application of the British curriculum, and the librarian organizes the sources, classifies books in a way that makes them easily accessible, and facilitates the learning of all students and their benefit from the library and the activation of library classes through a weekly schedule for the library, and meet their different needs, and also all teachers benefit from the library for the availability of professional development books and other various resources supporting them, in addition to the availability of books, sources and references for Arabic language, Islamic education and Qatari history to meet the needs of teachers and students in mandatory subjects.



3- Science laboratory equipment and effectiveness

- The science laboratory is suitable and equipped with various resources to support students' learning during classes, and follow-up is done by science teachers to benefit from it in activating experiments in classes, and all students benefit from how to apply scientific experiments.

4- Equipment and efficiency of the use of computer laboratories

- The school provides a computer lab equipped with a sufficient number of devices to suit the number of students in different grades, a secure internet connection network is available in the school facilities, there is an employee responsible for networking and maintenance, in addition to the availability of protection programs to ensure the safe use of the Internet, which led to supporting the learning of all students in computer classes.

5- Maintenance and preservation of school facilities and tools

- The school is interested in the cleanliness, maintenance and safety of the school building, its facilities and equipment to ensure the quality of the building and all its facilities and devices, as the school follows up the maintenance and cleaning operations on a regular basis by the maintenance and support supervisor in Newton Group, in addition to the availability of maintenance staff inside the school to follow-up, and the necessary periodic maintenance is carried out to maintain devices, furniture and equipment through annual contracts with maintenance companies, cleaning and security companies, and lighting and ventilation are appropriate in most school facilities.

Third Aspect: Safety & Security

Assessment: Very Effective

1- Taking into account and maintaining security and safety in the school

- The school applies clear, tight and continuous policies and procedures to maintain security and safety, and they are made known to those concerned, to ensure the achievement of security and safety throughout the school and its facilities, such as the health and safety policy, the first aid policy, the bus policy, and the child protection policy, and it is applied through daily supervision throughout the school, and supervisors have been trained in specialized centers, which reflected on the security and safety of all students.

2- Emergency/Crisis Management and Training

- The school has clear policies and procedures to provide security and safety requirements and crisis and emergency management in the school facilities, and students and staff are trained on mock evacuations on a regular basis every semester, and it was noted that the evacuation plan has been published throughout the school, and the emergency exits and assembly points are clear and sufficient to ensure the security and safety of the school community in all school facilities, as well as fire extinguishers have been distributed and maintained regularly in all school facilities, and the civil defense license is valid.



3- Health Care Unit and School Canteen

- The school has provided a health care unit licensed by the Ministry of Public Health, equipped with medicines, appropriate devices, first aid and emergency situations, and the school has two nurses who have a valid license to practice the profession of practice from the Ministry of Public Health, and they play their role in raising the level of health awareness in the school about healthy food, periodic eye examination and follow-up of students' hygiene to prevent diseases. They also follow up on the canteen and the quality of meals provided to students, and they have follow-up records of daily medical cases in the school and the necessary work is done in communication with parents, to ensure the health and safety of all students, as well as the school has a canteen equipped to provide healthy meals and meet the needs of all students, in addition to the presence of an official who holds a health certificate to practice the profession and provide meals, and the meals provided to students are followed, their quality and validity by the supervisor of the canteen and the two nurses to ensure quality and validity.

The Most Important Aspects of Strength

- 1- Implement a clear, comprehensive and effective recruitment policy to ensure that vacancies and needs of qualified and experienced people are filled, ensuring the efficiency of human resources.
- 2- The professional development plan and programs are based on the actual needs of teachers and their quality is monitored and measured, which positively affected the performance of school teachers.
- 3- The school's facilities, services and resources are adequate and adequate to support student learning.
- 4- Availability of resources, references and computers in the school library, appropriate to curricula needs and support student learning.
- 5- The computer laboratory is equipped with a smart interactive whiteboard and computers that match the number of students connected to the secure internet to support student learning.
- 6- Cleanliness, maintenance and implementation of continuous security and safety measures for all classrooms and school facilities that reflected positively on the learning environment in the school.
- 7- The effective role of the two nurses in following up the health conditions of students, and raising the level of health awareness among them.