

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Lynette Grant

School Name: Doha British School

School Code: 006362

School Address: Doha British School, Ain Khaled, Salwa Road, PO Box 6142, Qatar

IB Programme(s): Diploma Programme

Programme Coordinator: Katie Dearden

Date: Monday 17 February 2025

Evaluation Team

Diploma Programme

Evaluation Leader: Abdullah Azzam Khan

Programme Leader: Samah Ghanem

School and Programme Leadership

Dear Lynette Grant,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

Doha British School (Ain Khaled) opened in 1997 and is an established co-educational international school in Doha, Qatar. DBS aims to provide a curriculum that is underpinned by the 'DBS Ways' which embodies the whole school approach to character education, providing a deep and rich experience for all. The school provides a variety of curricular and extracurricular activities designed to help students flourish in character and intellect. The school takes pride in its student retention rate, with the majority of students progressing seamlessly from early years through to its Sixth Form.

In addition to offering the English National Curriculum, DBS is also authorized since 2010 for the IB Diploma Programme as one of its pathways for post 16 education alongside the International AS, A Levels and will offer also the BTEC from next year. The IB Diploma Programme is situated in a purpose built Sixth Form area, with a designated common room, canteen and a dedicated career and study centre for Sixth Form students.

The school has a total of 1888 students from Primary to Sixth Form, 818 students in Secondary and 186 students in the Sixth Form. The student body consists of over 85 nationalities. The IB Diploma Programme currently has a cohort of 41 IBDP students. The IB Diploma Programme in DBS has 22 members of staff who teach the IB Diploma Programme, many of whom are new to the IB Diploma Programme.

The school is also accredited by BSO, BSME, QNSA and CIS.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)
 - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
 - Learning stories of alumni and student success are shared and celebrated within the school community to illustrate the impact an IB education has made. Alumni present to parents and students, providing relevant information on their specific profession and journey.
 - The concepts of community, diversity, inclusion and compassion through focus on the character traits and IB Learner Profiles (essential to nurturing inquiring, knowledgeable and caring young people) permeate and frame the work of all members in the school community. In addition, this is demonstrated through the celebration of the diverse cultures and languages in the school community.
 - The governing board and the school leadership team show a strong commitment to the IB philosophy and mission through their efforts in increasing the profile of the Diploma Programme in the school community.
 - The governing board has developed a clear and strong strategy and guiding principles that drive decision-making to sustain the Diploma programme. The governing body have a deep understanding of the IB Diploma Programme and of sustaining and growing the programme further.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - The school celebrates human commonality and diversity through its school events that include international day and community initiatives such as the Eco School initiative that involved DP students.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)

- **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)
 - The school has demonstrated long-term sustainability of the programme, through its consistent student enrollment, consistent DP results above the world average, and Alumni initiatives such as LinkedIn.
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - Learning spaces are designed and used in innovative and flexible ways to reflect students' needs and interests. The school provides a designated student centre, canteen, computer lab and a study centre for the Sixth Form. Students had a voice on the setup and layout of these spaces.
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - The school has a safe, healthy, nurturing environment that reflects the school's purpose for lifelong learning and is characterized by respect for diverse backgrounds, open communication and trust.
 - **Student support 4:** The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
 - The school provides support for students and families making transitions into, and out of, the school and between programmes and learning stages. A sixth form information session is led by DP students to parents and students. Additional support is also provided in the form of advice, counselling and information material provided to parents and students.
 - The school provides services to support all students in the areas of physical, emotional, career and personal counselling, and academic guidance. Career counselling, college application support, and guidance programmes (like mental awareness days and the VESPA questionnaire to address barriers to revision) are well-supported and communicated.
 - **Student support 5:** The school builds relationships with the wider community that are a source of wisdom and expertise

to strengthen the implementation of its IB programme(s).
(0202-05)

- The school receives substantial support from parents and teachers to enhance the students' experience and richness of the programme, as demonstrated from the "EE Cafe" event, where parents are invited along with Year 11 (Grade 10) students to attend an Exhibition of EE presented by DP students on their work and projects. In addition, the school facilitates trips, guest speakers, the Duke of Edinburgh award and CAS excursions.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
 - School policies are published and communicated to all members of the school community through the internal website. All stakeholders demonstrate awareness of these policies.

Learning: Ensuring effective education

- Students as lifelong learners (0402)
 - **Lifelong learners 4:** Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)
 - Learning engagements such as MUN participation and volunteering in the library as library monitors enable students to develop informed, reasoned, and ethical judgment. Students also complete a safeguarding course prior to leading any CAS projects that involve younger students in primary. These experiences empower them to take principled action in various contexts.
 - **Lifelong learners 6:** Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
 - DP students are responsible for tracking their own progress in CAS and EE. They are provided opportunities to showcase their learning in school events such as the "EE Cafe" and "TOK Exhibition".
- Approaches to assessment (0404)

- **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
 - The school has been actively seeking feedback from students and parents and effectively use student achievement data to support student progression and identify the required interventions.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, the following requirements were found to not be in place.

All Programmes

Target	Findings	Evidence to be provided by the School
Learning Designing a coherent curriculum (0401) Coherent curriculum 1 Coherent curriculum 1.1	<ul style="list-style-type: none"> The IB has approved the school's PSP 2020 action plan indicating how the school will meet this requirement. 	<ul style="list-style-type: none"> Course outlines from each subject offered in the school identifying the concepts, skills and attitudes to be developed over time and including TOK.
Learning Designing a coherent curriculum (0401) Coherent curriculum 2 Coherent curriculum 2.4	<ul style="list-style-type: none"> The IB has approved the school's PSP 2020 action plan indicating how the school will meet this requirement. 	<ul style="list-style-type: none"> A collaborative planning description and revised schedule that shows time for teachers to collaboratively plan and reflect, incorporate IB philosophy into the curriculum, plan and design units that meet programme requirements and are in accordance with programme documentation, consider connections between different areas and reinforce shared concepts, content and skills, integrate theory of knowledge (TOK) into each subject.

The IB provides a wide array of resources on the programme resource centre to support schools in meeting requirements. The school's IBWS Manager can assist the school in identifying resources, understanding the expectations and actions needed to meet requirements.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Student support (0202) Learning environments in IB World Schools support student success.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	DP: Shows development beyond requirements	DP: Requires development	DP: The school is working to develop a collaborative planning description and schedule that shows scheduled or timetabled time for teachers to collaboratively plan and reflect.

Culture: Creating positive school	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB

cultures			Standards
<p>Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p>	

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Requires development</p>	<p>DP: The school is working to meet the requirements for course outlines.</p>
<p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p>	<p>DP: Offers opportunity for further development</p>	<p>DP: Offers opportunity for further development</p>	
<p>Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Offers opportunity for further development</p>	<p>DP: The strategies used for implementing inquiry-based and concept-based learning are inconsistent within all subject groups of the programme.</p>
<p>Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.</p>	<p>DP: Shows development beyond requirements</p>	<p>DP: Shows development beyond requirements</p>	

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The area of focus is aligned with the school's improvement plan priorities.
- The focus of the programme development was decided and developed collaboratively.
- The school identified IB practices that supported the achievement of their goal.

Evidencing and analysing

- The school identified appropriate data sources and analysis (survey responses and student assessment data to evaluate improvements in student engagement and achievement) that determined what the impact was on the student experience.
- The school demonstrated that the process resulted in a positive improvement in the student experience regarding assessment expectations.

Reflection

- The school used data (surveys, formative and summative assessment data, Board of Governors' report) appropriately in analysing the impact on students.

Areas for consideration

As the school engages in further efforts to develop the programme, it may wish to consider:

Planning

- more clearly articulating the rationale to stakeholders that the school wants to explore as part of programme development.
- using examples from other schools and IB resources to inform the process.
- identifying a clearer and narrower focus that is specific and measurable on the impact of the assessment policy on students.

Evidencing and analysing

- establishing processes for collecting evidence or data at different points throughout the year or during the plan.
- using interim milestones to assess and adapt efforts in achieving the predetermined expectations and goals through success indicators.

Reflection

- establishing shared expectations for the process through reflection guidelines or protocol.
- exploring further lessons learned or changes that could be made as a result of the programme development effort.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Increasing the profile of the Diploma programme in the school community
- Mapping and tracking ATL skills
- Increasing the number of students enrolled in the Diploma programme

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Environments / Leadership and governance (0201) / Leadership 2:

- The school may wish to consider the scope and responsibilities of the DP coordinator to allow more time and attention to organize and lead collaborative planning, to conduct lesson observations, and to offer support to teachers and students.

Culture / Culture through policy implementation (0301) / Culture 4:

- The school may consider determining and utilising a set of criteria for placement of students in the appropriate Language courses (A or B; SL or HL) based on student language profiles and language proficiencies.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 2:

- The school may benefit from reviewing and assessing the effectiveness of its current collaborative planning processes to strengthen curriculum alignment and enhance student learning outcomes.

Learning / Approaches to teaching (0403) / Approaches to teaching 1:

- The school may wish to consider enhancing how it facilitates inquiry across all subjects.
- The school may wish to review course outlines and unit plans to ensure the inclusion of international mindedness, the learner profile, links to TOK and the IB Approaches to teaching and Approaches to learning.

G. Conclusions of the Evaluation team

Doha British School offers a welcoming student-centered learning community with a shared commitment to creating a community in which all students can engage in a rigorous framework of learning. The school lives its mission to provide a curriculum enriched with the goal of developing self-confident and empathetic learners.

The school community approached the evaluation process as an opportunity to reflect openly and authentically on its practices and through their programme development plan. The school demonstrated that the process resulted in a positive improvement in the student experience regarding assessment expectations and a positive impact on their intervention programme for students.

The school continues its ongoing commitment to create a high-quality learning environment for all students and preparing students to be agents of positive change in the dynamic world of the 21st century.

H. Conclusion of the IB on the school status as an IB World School

Diploma Programme

The school's implementation of the programme shows general alignment with the IB Programme standards and practices. However, further evidence is required to demonstrate that all requirements are in place and that the school's implementation of the programme is fully aligned with the IB Programme standards and practices.

Evidence to be provided by the School

Deadline for Submission: Monday 1 September 2025

All Programmes

- Learning / Designing a coherent curriculum (0401) / Coherent curriculum 1 / Coherent curriculum 1.1:
 - Course outlines from each subject offered in the school identifying the concepts, skills and attitudes to be developed over time and including TOK.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 2 / Coherent curriculum 2.4:

- A collaborative planning description and revised schedule that shows time for teachers to collaboratively plan and reflect, incorporate IB philosophy into the curriculum, plan and design units that meet programme requirements and are in accordance with programme documentation, consider connections between different areas and reinforce shared concepts, content and skills, integrate theory of knowledge (TOK) into each subject.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Terri Walker (terri.walker@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,



Adrian Kearney
Director, IB World Schools