



DOHA BRITISH SCHOOL

AIN KHALED

BSO

Executive Summary – British Schools Overseas Inspection Doha British School, Ain Khaled Inspection Date: 19 November 2024

Principal's Welcome

As Principal of Doha British School Ain Khaled, I am immensely proud to share the findings of our recent BSO inspection. This report recognises the dedication of our staff, the character of our students, and the strength of our school community. It affirms our commitment to delivering a high-quality British education while staying true to our values and context here in Qatar.

The inspection celebrates our shared vision, the standards we set, and the collective effort that underpins every success. I hope this Executive Summary offers you a meaningful insight into what makes DBS Ain Khaled such a vibrant and purposeful place of learning.

Summary

Doha British School, Ain Khaled (DBSAK), fully meets the standards for British Schools Overseas (BSO). The school delivers a high-quality British education and successfully prepares students for the next stage of their education in the UK or other international settings. The school reflects the ethos of a British education while being sensitive to the Qatari context.

Standard 1 – Quality of Education

DBSAK provides a broad and balanced curriculum in line with the National Curriculum for England. Teaching is of a high standard, and pupils are engaged, motivated learners. Attainment is above UK national averages, particularly in English and mathematics, and children in the primary phase perform strongly in reading and writing. Lessons are well-structured, and learning is supported by effective use of assessment.

Standard 2 – Spiritual, Moral, Social and Cultural Development



DOHA BRITISH SCHOOL

AIN KHALED

The school places a strong emphasis on the personal development of its pupils. Character education is embedded throughout the curriculum and school life. Pupils are respectful, articulate, and demonstrate empathy and moral awareness. British values are clearly taught and modelled, and pupils understand their importance. Behaviour is exemplary.

Standard 3 – Welfare, Health and Safety

Pupil welfare is a strength of the school. Safeguarding procedures are robust and consistently applied. Policies are regularly reviewed, and staff are well-trained. The school promotes a culture of care and responsibility. Behaviour is positive, and incidents of bullying are rare and effectively managed. Risk assessments are thorough, and students report feeling safe and valued.

Standard 4 – Suitability of Staff, Supply Staff and Proprietors

Recruitment procedures are rigorous and meet all safeguarding expectations. Safer recruitment is securely embedded in policy and practice. All staff undergo the necessary checks, and records are well-maintained. Staff display professionalism and are committed to the school's ethos and improvement agenda.

Standard 5 – Premises and Accommodation

The school is clean, secure, and well-maintained. Classrooms and specialist areas are well-resourced and support effective teaching and learning. Facilities are appropriate for the delivery of the English National Curriculum and support a wide range of academic and co-curricular opportunities. Health and safety checks are regularly completed.

Standard 6 – Provision of Information

The school provides parents and stakeholders with comprehensive, accurate, and timely information. Reports, newsletters, the website, and other communication tools ensure that families are well-informed about academic progress, pastoral issues, and school events. The use of data dashboards and reports is well-developed and supports informed dialogue.

Standard 7 – Manner in Which Complaints Are Handled

The complaints procedure meets BSO standards and is transparent, accessible, and clearly communicated. Records of complaints are detailed and demonstrate appropriate responses and resolutions. Parents are confident in the school's ability to listen and respond to concerns.



DOHA BRITISH SCHOOL

AIN KHALED

Standard 8 – Leadership and Management

Leadership at all levels is strong. The senior leadership team provides clear strategic direction, supported by committed middle leaders. Staff share a collective responsibility for school improvement. The governing body provides appropriate challenge and oversight. The school's vision and values are lived and modelled by staff and pupils alike.

BSO Team Quotes

General Praise

“Doha British School Ain Khaled fully meets the standards for British Schools Overseas.”

“The quality of education is highly effective.”

“There is a genuine sense of community.”

Leadership & Vision

“The vision, commitment and determination of the senior leadership team to raise standards across all aspects of the school's performance are clear.”

“Leaders at all levels understand and enact their roles with clarity and purpose.”

Academic Outcomes

“Pupils in the primary phase attain very high standards in reading and writing.”

“Outcomes at GCSE exceed the UK national benchmark for pupils achieving grades 9–5 in English and Mathematics.”

“Pupils across the school are articulate and confident communicators.”

Teaching & Learning

“Teachers demonstrate strong subject knowledge and create a positive culture for learning.”



DOHA BRITISH SCHOOL
AIN KHALED

“Lessons are well-structured, with clear learning objectives and effective assessment.”

Behaviour & Wellbeing

“Behaviour is exemplary.”

“The school’s pastoral care is outstanding.”

“Pupils enjoy school, feel safe and are motivated learners.”

Inclusion & Safeguarding

“The school places safeguarding at the heart of its operations.”

“Provision for pupils with additional needs is holistic, well-coordinated and effective.”

British Values & Character

“Character development is well embedded in the life of the school.”

“Pupils demonstrate a strong sense of moral values and social responsibility.”

“The school successfully promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect.”

Environment & Resources

“The school environment is clean, tidy and well-resourced.”

“Specialist teaching areas support high-quality provision in science, ICT and the arts.”