



DOHA BRITISH SCHOOL

AIN KHALED

CIS

Executive Summary – Council of International Schools (CIS)
Accreditation

Doha British School, Ain Khaled
Accreditation Date: April 2025

Principal's Welcome

As Principal of Doha British School Ain Khaled, I am proud to share the outcomes of our CIS Accreditation. The evaluation is a significant affirmation of our school's shared values, strategic growth, and unwavering commitment to international standards and continuous improvement.

This outcome recognises the intentional work of our staff, the culture of high expectations and character that defines our students, and the strength of our relationships with parents and the wider community. I hope this summary captures what makes DBS Ain Khaled not only a school of academic ambition but one of trust, purpose, and professional integrity.

Summary

Doha British School Ain Khaled (DBSAK) has successfully achieved CIS Accreditation. The evaluation confirmed strong alignment with the CIS standards across all domains, with 37 standards rated as 'Exceeded' and 18 as 'Met'.

The school is defined by its commitment to evidence-based practice, strategic leadership, and a values-driven ethos. The evaluation noted that the DBS Way underpins teaching, learning and pastoral care, and is well-understood across the community. Safeguarding is a clear strength, and students feel safe, known, and supported.

Leadership is effective at all levels, governance structures are secure, and there is a clear sense of strategic direction. While the evaluation commended the school's drive for excellence, it encouraged more authentic internal moderation when judging the level of alignment with standards.

The school's commitment to holistic education, intercultural understanding, and student agency is evident throughout the report. It reflects a high-performing school with a strong community identity and international outlook.



DOHA BRITISH SCHOOL

AIN KHALED

Domain Breakdown

A: Purpose & Direction

Rating: 5 Exceeded / 1 Met

The school's Guiding Statements are lived and modelled across the community. The DBS(AK) Way provides a clear vision for academic and personal development. Strategic documents align to values of inclusivity, character, and excellence. Decisions are evidence-informed, and staff and students understand the school's purpose.

B: Governance, Leadership & Ownership

Rating: 4 Exceeded / 2 Met

Governance is secure and strategic. Roles and responsibilities are clearly defined and understood. The Principal and Executive Principal demonstrate strong, ethical leadership. Leaders at all levels are reflective and focused on sustainable improvement. The school community affirms the trust and transparency of leadership.

C: Curriculum – Primary

Rating: 5 Exceeded / 1 Met

The Primary curriculum is broad, inclusive, and responsive to learner needs. Character and values education are embedded. Teaching is aligned to the DBS(AK) Way. Assessment practices are well-established. There is evidence of strong differentiation and purposeful learning environments.

C: Curriculum – Secondary

Rating: 4 Exceeded / 2 Met

The Secondary curriculum offers multiple pathways (A-Level, IB, BTEC, AS) with clear alignment to learner profiles. Global citizenship and digital literacy are embedded. Subject reviews inform curricular development. Teachers demonstrate subject expertise and consistency of expectations.

D: Teaching, Learning & Assessment – Primary

Rating: 4 Exceeded / 2 Met

Teaching in the Primary phase is well-planned, inclusive, and engaging. Assessment is used effectively to identify next steps. Students are confident and articulate. The learning environment promotes collaboration and critical thinking. Students take increasing ownership of their learning.

D: Teaching, Learning & Assessment – Secondary

Rating: 4 Exceeded / 2 Met



DOHA BRITISH SCHOOL

AIN KHALED

Lessons are consistent, student-centred, and rigorous. The DBS(AK) Way drives shared practice. Feedback and assessment support progression. Peer review and coaching cycles are in place. Students report high levels of engagement and support from teachers.

E: Well-being

Rating: 4 Exceeded / 2 Met

Well-being is prioritised at strategic and operational levels. Safeguarding systems are robust and well understood. Pastoral care is embedded and tailored. Students lead well-being initiatives. The school culture promotes respect, safety, and student voice.

F: Staffing

Rating: 3 Exceeded / 3 Met

Recruitment and safer recruitment procedures are embedded. Staff development is supported through CPD linked to appraisal and strategic goals. Staff feel trusted and valued. Inclusion and safeguarding responsibilities are well-distributed. Ongoing training supports school priorities.

G: The Premises

Rating: 2 Exceeded / 3 Met

The school site is clean, secure, and well maintained. Health and safety protocols are clear. Facilities support high-quality provision across subjects. Students contribute to sustainability projects. Ongoing maintenance and planning ensure compliance and suitability.

H: Community & Home Partnerships

Rating: 2 Exceeded / 0 Met

The school values its parent and community relationships. Communication is regular and purposeful. The Friends of DBS group supports community events and feedback. Alumni are engaged in school life. External partnerships strengthen student experience and school identity.

Marketing-Ready Quotes

Whole School Ethos

“The Guiding Statements are clearly visible and actively referenced across the school community.”



DOHA BRITISH SCHOOL

AIN KHALED

“The DBS(AK) Way ensures consistency of expectations and shared language across staff, students and parents.”

Leadership & Governance

“Leadership across the school is strategic, professional and trusted.”

“The Executive Principal and Principal work in synergy to lead with clarity and integrity.”

Safeguarding & Well-being

“Safeguarding is robust and reviewed regularly in line with international best practice.”

“The culture of care and wellbeing is embedded and supported by policy and practice.”

Learning & Teaching

“Lessons reflect strong subject knowledge, planning and assessment.”

“The school promotes critical thinking, collaboration and ownership of learning.”

Community Partnerships

“Parents and community members are valued and active participants in school life.”

“Alumni, community professionals and parents enhance the wider student experience.”

CIS Domain Summary - Evaluator Ratings

Domain	Substandard	Evaluator Rating
A	A1	Exceeded
A	A2	Exceeded
A	A3	Met
A	A4	Met
A	A5	Exceeded
A	A6	Met
B	B1	Exceeded
B	B2	Exceeded



DOHA BRITISH SCHOOL

AIN KHALED

B	B3	Met
B	B4	Met
B	B5	Exceeded
B	B6	Met
C (EY/Primary)	C1	Exceeded
C (EY/Primary)	C2	Met
C (EY/Primary)	C3	Met
C (EY/Primary)	C4	Exceeded
C (EY/Primary)	C5	Exceeded
C (EY/Primary)	C6	Exceeded
C (Secondary)	C1	Exceeded
C (Secondary)	C2	Met
C (Secondary)	C3	Met
C (Secondary)	C4	Exceeded
C (Secondary)	C5	Met
C (Secondary)	C6	Exceeded
D (EY/Primary)	D1	Exceeded
D (EY/Primary)	D2	Exceeded
D (EY/Primary)	D3	Met
D (EY/Primary)	D4	Exceeded
D (EY/Primary)	D5	Met
D (EY/Primary)	D6	Met
D (EY/Primary)	D7	Exceeded



DOHA BRITISH SCHOOL

AIN KHALED

D (EY/Primary)	D8	Exceeded
D (Secondary)	D1	Exceeded
D (Secondary)	D2	Exceeded
D (Secondary)	D3	Met
D (Secondary)	D4	Exceeded
D (Secondary)	D5	Met
D (Secondary)	D6	Met
D (Secondary)	D7	Met
D (Secondary)	D8	Met
E	E1	Met
E	E2	Exceeded
E	E3	Exceeded
E	E4	Met
E	E5	Exceeded
E	E6	Exceeded
F	F1	Met
F	F2	Exceeded
F	F3	Met
F	F4	Exceeded
F	F5	Met
F	F6	Met
G	G1	Met
G	G2	Met



DOHA BRITISH SCHOOL

AIN KHALED

G	G3	Met
G	G4	Exceeded
G	G5	Met
H	H1	Exceeded
H	H2	Exceeded

Exceeded: 30

Met: 29