



**Quest School**



04 – 06 March 2025



Location  
Bani Jamra



School Type  
Private



No. of Students  
300



Year Levels  
1-9

Overall effectiveness

**Good with Outstanding Features**

Students' Academic  
Achievement

Students' Personal  
Development and  
Wellbeing

Teaching, Learning  
and Assessment

Leadership,  
Management and  
Governance

## Review Summary

The school demonstrates a strong commitment to continuous improvement, guided by data-driven leadership style and a student-centred approach. As a growing institution with an increasing number of new students, it is proactively addressing learning gaps to ensure smooth integration. A supportive environment fosters respectful student behaviour, reinforced by well-being initiatives. Teaching is engaging, with well-planned lessons and effective resource use enhancing learning.

To further strengthen outcomes, the school should improve Arabic proficiency by setting higher learning expectations and refining instructional strategies. Additionally, expanding effective teaching practices to provide targeted support for struggling students while challenging high achieving students will help maintain consistent high standards.

## Key Positive Features

- **Commitment to School Improvement:** Driven by data-informed and student-focused leadership, the school fosters an actively engaged community committed to continuous improvement.
- **Student Behaviour and Personal Support:** Students exhibit respectful behaviour, supported by structured personal development and well-being initiatives.
- **Quality Teaching and Learning:** Well-planned lessons, engaging instructional strategies, and effective resource use enrich student learning experiences in most lessons.

## Recommendations

- **Arabic Language Proficiency:** Improve students' Arabic language skills across the school by setting higher learning expectations aligned with curriculum competencies and implementing more effective instructional strategies.
- **Spreading Effective Teaching Practices and Student Support:** Disseminate effective teaching strategies across the school to challenge high-achieving students, provide targeted support for those needing assistance, and ensure consistently high teaching standards in all lessons.

## Students' Academic Achievement

### Good

- The 2023-2024 internal examinations show high pass rates across most year levels, with particularly strong performance in the Primary years, where a higher percentage of students score within the 90-100 and 80-89 ranges. In Middle School (Years 7 and 8), fewer students reach the highest performance bands in mathematics and science, indicating a need for further support. Internal examinations are conducted fairly, especially in English and science, with challenging questions and accurate marking. Greater consistency in Arabic and mathematics assessments would further enhance overall reliability.
- GL Assessments' Progress Test in Mathematics (PTM) and Progress Test in English (PTE) indicate that most students meet expected levels, with particularly strong English results in Years 7 and 8.
- The majority of students progress well in lessons and written work across core subjects. In more effective lessons, students engage actively; for example, Primary students identify adjectives for emotions in writing, while Middle School students explain atomic structure. Lesson progress slows when assessments for learning are inconsistent, support is insufficient, or students have weaker foundational knowledge, particularly new students. For instance, some Middle School students struggle with solving volume-related word problems in mathematics.
- Students excel in spoken English and make steady progress in reading and writing, although Arabic language proficiency remains comparatively lower. They also demonstrate growing independent learning and critical thinking skills during lessons. The school's focus on experiential learning supports the development of these learning skills, particularly in science. For example, lower Primary students identify different materials through hands on exploration, while Middle School students use chromatography to separate substances.

## Students' Personal Development and Wellbeing

### Outstanding

- The school fosters students' personal development through diverse extracurricular activities. Students participate actively in areas such as sports, music, and cooking, and excel in competitions such as the Art Competition and the World Scholar's Cup, which extends their academic engagement beyond the school setting. Leadership roles in the 'Student Council' and 'Eco-Warriors' reinforce responsibility, while initiatives like the Beautification Club and Kindness Captains promote positive behaviour and peer recognition.
- Experiential learning through trips to Howar Island and Marasi Beach enriches students' experiences. Values-Based Assemblies and themed events such as Autism Awareness Week and Anti-Bullying Week instil inclusivity and resilience. Personal, Social, Health, and Economic (PSHE)-based lessons contribute to exemplary student behaviour, reinforced by Gotcha Cards and Class Dojo points.
- The school ensures smooth transitions through the Buddy System and International General Certificate of Secondary Education (IGCSE) introductory sessions. Reading Buddies support younger learners, fostering a collaborative environment. Students demonstrate deep cultural awareness through National Day celebrations and multicultural events like Holi and Ancient Egypt Feast.
- Social responsibility is nurtured through initiatives such as the 'Winter Shoebox Appeal' and Ramadhan Donation Drive. Learning journals from Year 1 to Year 9 support personal growth reflection. Overall, the school cultivates confidence, leadership, and citizenship. Expanding opportunities for students to participate in external competitions will further enhance their development.

## Teaching, Learning and Assessment

### Good

- Teachers implement engaging, student-centred strategies to motivate learners, using approaches such as storytelling, jigsaw activities, and interactive methods like 'Feel Bag' and 'Treasure Hunt'. These strategies are reinforced with hands-on materials, sketchbooks, and digital storytelling, fostering an interactive and dynamic learning environment.
- A welcoming and inclusive atmosphere encourages active participation. Lesson plans are thoughtfully designed to optimize learning time and build connections to students' prior knowledge, cultural backgrounds, and Islamic values. However, some lessons remain teacher-centred, leading to inconsistent student engagement. Arabic language instruction needs improvement, requiring higher learning expectations and more effective instructional strategies to strengthen students' proficiency.
- Assessments align with curriculum competencies, supporting the development of higher-order thinking skills like critical thinking and problem-solving. While assessment strategies are generally effective, some lessons require greater rigor to better challenge students. Spreading effective teaching practices across the school is essential to ensure high-achieving students are sufficiently challenged, while those needing support receive timely interventions.
- Teachers provide constructive feedback in better lessons, helping students identify strengths and areas for improvement. The school employs diagnostic assessments and uses GL Assessments to evaluate learning gaps, enabling personalised support and adaptive lesson planning. Continuous monitoring enhances instruction and ensures students receive targeted interventions through booster classes, improving overall academic progress.

## Leadership, Management and Governance

### Outstanding

- The school demonstrates strong strategic leadership through a data-driven approach to decision-making and continuous improvement. The senior leadership team has driven curriculum advancements, including regular reviews and the introduction of the Cambridge International curriculum, ensuring a cohesive learning pathway. The Transformational Improvement Plan (TIP) supports long-term goals; however, further efforts are needed to embed innovative practices consistently across all departments, particularly in Arabic.
- The school provides continuous professional development (CPD) opportunities, including Cambridge curriculum training, and online workshops focused on educator wellbeing such as the 'Teacher Wellbeing' and internal sessions like 'Assessment for Learning'. The CPD request process enables teachers to align their development with school priorities. However, greater emphasis is needed on the implementation of effective teaching methods across all years and subjects.
- The leadership team demonstrates agility in managing change, effectively sustaining school operations despite financial challenges. The successful implementation of the Essential Letters and Sounds (ELS) phonics programme, supported by comprehensive teacher training, has significantly improved students' English skills. Innovation is central to the school's vision, with a strong focus on ICT integration. However, additional support is needed to enhance the academic performance of new students.
- Parental engagement is actively encouraged through the Parents and Teachers Association (PTA), community events, and structured communication channels such as surveys and meetings. The Board of Directors ensures clear governance, balancing autonomy with strategic oversight to align with the school's vision for student success.

#### Next Actions

The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report.