

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

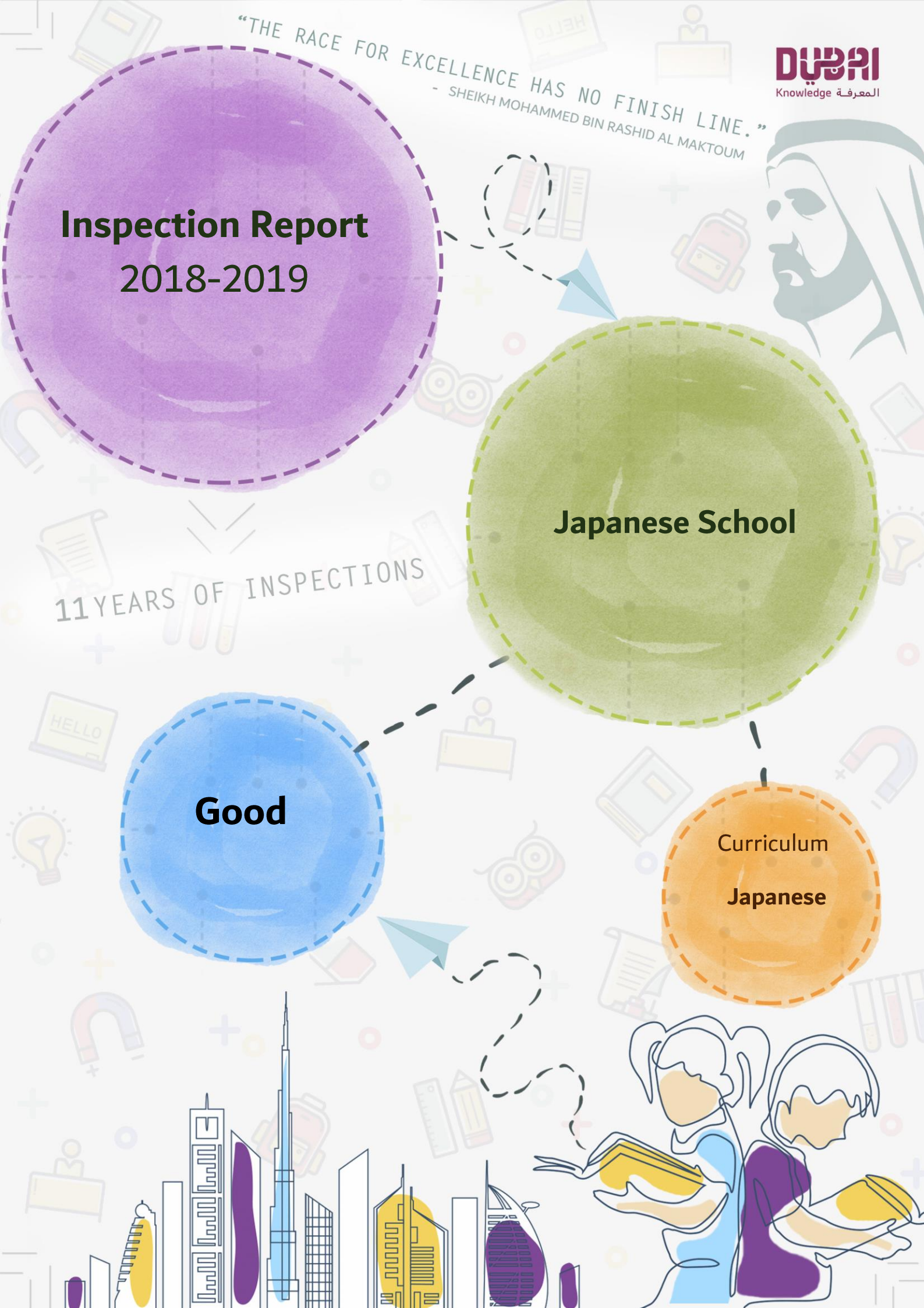
Inspection Report 2018-2019

Japanese School

11 YEARS OF INSPECTIONS

Good

Curriculum
Japanese



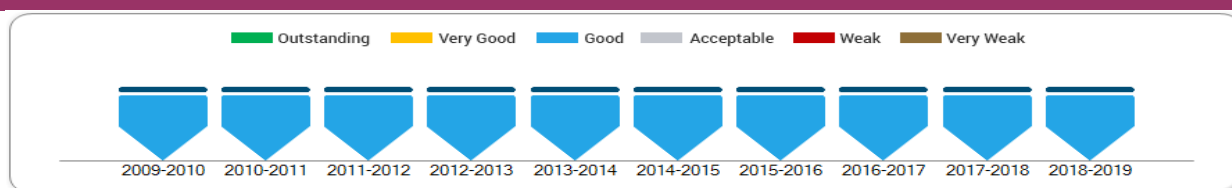
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019.....	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter.....	8
Reading Across the Curriculum	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The Views of Parents.....	20

School Information

General Information	 Location	Al Wasl
	 Opening year of School	1980
	 Website	www.japanese.sch.ae
	 Telephone	4344-9119
	 Principal	Mr. Akihiko Yamamoto
	 Principal - Date appointed	2/4/2017
	 Language of Instruction	Japanese
	 Inspection Dates:	11 to 13 February 2019
Students	 Gender of students	Boys and girls
	 Age range	6 to 15
	 Grades or year groups	KG 1 to Grade 9
	 Number of students on roll	162
	 Number of Emirati students	0
	 Number of students of determination	0
	 Largest nationality group of students	Japanese
Teachers	 Number of teachers	17
	 Largest nationality group of teachers	Japanese
	 Number of teaching assistants	3
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	0
	 Teacher turnover	25%
Curriculum	 Educational Permit/ License	Japanese
	 Main Curriculum	Japanese
	 External Tests and Examinations	Japanese Ministry of Education
	 Accreditation	Japan Ministry of Education
	 National Agenda Benchmark Tests	None

School Journey for Japanese School



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- The achievements of students are good or better in most key subjects. They demonstrate consistently good learning skills and are learning Japanese very well. They are also making strong progress in learning English, mathematics and science. Their progress in learning Arabic is only acceptable. Children in the Kindergarten (KG) are now making good or better progress in learning in all subjects. Students' learning skills are good across the phases.
- Students' personal and social development is a strength of the school. They are respectful and hardworking, and they cooperate very well with each other and with their teachers. They show good awareness of Islamic values and the UAE's traditions and culture. They are seldom given the opportunity to be innovative in their approach to learning.

Provision for learners

- Almost all teachers have good knowledge of their subjects and how young people learn. There are very positive relations between teachers and students. Some teachers are more skilled than others in promoting and developing students' critical thinking skills. Internal assessments of learning, supported by external tests, are linked to the Japanese curriculum requirements. Assessment information is used skilfully by some teachers to personalise lessons according to students' needs.
- The curriculum in the KG succeeds in meeting the needs of young children. In the elementary and junior high phases, it meets the requirements of the Japan Ministry of Education (MoE) and prepares students in Grade 9 for high school in Japan. The time scheduled for learning Arabic is still not sufficient to enable students to make good progress.
- Students are safe at the school and on the buses, particularly in the KG. They are almost always well-supervised. Students are guided and supported, but the school has failed to identify and accommodate students of determination. The time spent on buses by some students is far too long each day, due to the uplift and drop-off routes arranged by the bus drivers.

Leadership and management

- The leadership of the school remains good, but there have been only a few improvements since the last inspection. The internal evaluations of school quality are still too generous. The board of trustees has positive effects upon the school. Partnership with parents is very productive. The staffing of the school enables the delivery of a genuine Japanese curriculum. The resources for teaching and learning are good, but the use of learning technologies is insufficient to support the development of students' skills.

What the School does Best

- Students make very good progress learning mathematics and science and outstanding progress learning Japanese.
- The students' personal development, social responsibility and innovation skills are very good.
- The quality of teaching is good in almost all subjects.
- The quality of partnerships with parents and the community is outstanding.

Key Recommendations

- Improve the progress made by students learning Arabic to at least a good level.
- Improve the quality of the curriculum by ensuring that it complies with statutory requirements for the teaching of Arabic.
- Improve the provision made for students of determination so that they are identified and their learning needs assessed and addressed in all subjects.
- Improve the accuracy of internal evaluations so that the judgements provide a reliable guide to school improvement planning.

Overall School Performance

Good

1. Students' Achievements

		KG	Elementary	Junior High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Japanese	Attainment	Very good	Outstanding	Outstanding
	Progress	Very good	Outstanding	Outstanding
 English	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Good ↑	Very good	Very good
	Progress	Good ↑	Very good	Very good
 Science	Attainment	Acceptable	Very good	Very good
	Progress	Acceptable	Very good	Very good

	KG	Elementary	Junior High
Learning skills	Good	Good	Good

2. Students' personal and social development and their innovation skills

	KG	Elementary	Junior High
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Very good	Very good

3. Teaching and assessment

	KG	Elementary	Junior High
Teaching for effective learning	Good	Good	Good
Assessment	Good ↑	Good	Good

4. Curriculum

	KG	Elementary	Junior High
Curriculum design and implementation	Good	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students

	KG	Elementary	Junior High
Health and safety, including arrangements for child protection/ safeguarding	Good ↑	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Good

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Weak ↓
Parents and the community	Outstanding
Governance	Acceptable
Management, staffing, facilities and resources	Good

For further information regarding the inspection process please look at [UAE School Inspection Framework](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

- Not Applicable

Reading Across the Curriculum

- There is no coordinated effort to improve students' reading skills across the curriculum.
- Students' confidence in reading is mixed.
- There are no librarians in the school. The library collection is small, and appropriate support for teachers is not available.
- Leaders understand the importance of reading across the curriculum. However, there is no clear policy to guide teachers and students towards better reading skills.

The school's provision, leading to raised outcomes in reading across the curriculum, is underdeveloped.

For development

- Develop a clear policy to guide teachers and students towards improved reading skills.
- Improve the collection of books in the library so that students have ready access to interesting, age-appropriate books.

UAE Social Studies

- Curriculum adaptation to include the UAE social studies is irregular, but older students can choose related topics for individual projects to work on throughout the school year.
- Students are encouraged to take responsibility for their own learning. They collaborate with others, research independently and present their findings.
- Students' attainment of the UAE social studies curriculum is not assessed in relation to any standards.
- Consequently, students' progress over time is not tracked.

The school's implementation of the UAE social studies programme is below expectations.

Innovation

- Technology is rarely used to support innovative learning skills or to promote individual research and enquiry. Critical thinking and problem-solving opportunities are offered inconsistently.
- Many students from Grades 6 to 9 voluntarily take on a variety of leadership responsibilities. Some of the activities they have initiated include fundraising for charity and for victims of the recent Japanese earthquake.
- There are few opportunities in lessons for students to develop innovation skills. In some mathematics lessons, students are encouraged to explain how they apply their knowledge to solve problems.
- The curriculum is adapted for additional languages so that students learn not only Japanese, but also English and Arabic. A recent drama event was presented in Arabic.
- The school's leaders do not demonstrate a clear and accurate understanding of how to innovate and improve the school. They have not developed a vision to promote a culture of innovation.

The school's promotion of a culture of innovation is underdeveloped.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	High
Attainment	Not applicable	Not applicable	Not applicable
Progress	Not applicable	Not applicable	Not applicable

- Not applicable

Arabic as an Additional Language

	KG	Elementary	Junior High
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Students in both phases make steady progress in learning most Arabic language skills. They make observable progress in lessons and in their recent work. However, their progress over time is slower. As a result, their overall attainment remains in line with expected curriculum standards.
- Beginner-level students make considerable gains in the acquisition of listening and speaking skills and vocabulary. Their use of a new language is slowly developing. While the advanced-level students make strong progress in learning sentence structures, their independent writing skills are limited.
- The introduction of games and drama are slowly developing students' listening and speaking skills. The newly-implemented teaching strategies are at early stages, and their impact on students' achievements are yet to be seen. Students' reading skills are broadly in line with the curriculum expectations.

For development:

- Develop students' independent writing skills.
- Equip students with appropriate reading strategies, such as decoding new words.

Japanese

	KG	Elementary	Junior High
Attainment	Very good	Outstanding	Outstanding
Progress	Very good	Outstanding	Outstanding

- In the KG, children learn words and characters through playing with toys and singing songs. Some children articulate phrases and express their feelings clearly. Most children can recognise letters and can count numbers. Some children can read short, simple sentences in story books.
- In the elementary and junior high phases, students develop their language skills at age-appropriate levels. When required, all students listen to their teachers attentively and express their opinions clearly. Most students write neatly in their notebooks and on worksheets.
- Students' writing and reading comprehension skills are excellent. They have been making strong progress in developing their proficiency in Japanese over time.

For development:

- Promote innovative and creative approaches beyond the textbooks and worksheets in order to develop students' critical thinking, problem-solving and collaborative skills.

English

	KG	Elementary	Junior High
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Students join the school with different levels of competency in English. By Grade 9, the majority are making better than expected progress and attaining above average results in the Japanese National Examinations. Their attainment is significantly higher than it is in other Japanese schools.
- Speaking and listening are the strongest language skills in each phase. Although students' abilities in reading vary, most are starting to read independently and acquire new vocabulary. Students' reading and writing skills are best in the junior high grades. The quality of their writing is improving. Most students demonstrate good grammar and use it to write sentences and short paragraphs with accurate spelling and punctuation.
- In the few lessons where teachers support those students with more advanced skills, they develop the ability to engage in literary analysis.

For development:

- Provide more challenging learning opportunities to all groups of students, especially those with native English skills, to enable them to make more rapid progress.

Mathematics

	KG	Elementary	Junior High
Attainment	Good ↑	Very good	Very good
Progress	Good ↑	Very good	Very good

- Children's understanding of number order and counting is developing in the KG through a wide range of practical activities. External and internal assessments indicate that the large majority of the older students make better than expected progress in learning all aspects of mathematics, including algebra and geometry.
- Students' strong skills in computation and number operations are accelerated in the elementary and junior high phases through the emphasis on mental arithmetic and formulaic solving of number problems. These skills are further enhanced by daily exercises that are completed at home.
- The recent emphasis on practical applications and investigations is beginning to enhance students' knowledge and understanding. Students in the higher phases are becoming more skilled in applying their knowledge to interpret and solve unfamiliar problems.

For development:

- Ensure that there are sufficient levels of challenge in lessons so that the most able students make more rapid progress.

Science

	KG	Elementary	Junior High
Attainment	Acceptable	Very good	Very good
Progress	Acceptable	Very good	Very good

- The majority of children make a sound start in the KG, and many develop good investigative skills. They show secure understanding of the properties of natural materials and how plants grow. However, not all children engage readily in activities or can explain what they find out. Progress improves in the higher phases as students gain wider knowledge of all three sciences.
- In the elementary and junior high phases, students communicate their knowledge effectively. Their investigative skills are not well-developed, although they accurately handle numerical information and calculate using scientific formulae.
- Tasks are well-matched to students' capabilities and cover subject matter to a great depth. However, there are seldom opportunities for them to learn through discussion, investigation and research.

For development:

- Ensure students have regular opportunities to discuss scientific problems with each other.
- Plan lessons that allow students to investigate and conduct research using modern learning technologies.

Learning Skills

	KG	Elementary	Junior High
Learning skills	Good	Good	Good

- In the KG, some children work independently without being prompted and enjoy finding out things for themselves. They are careful and patient in what they do and make accurate observations. They work and play well, both individually and together.
- Students in the elementary and junior high phases collaborate well, often evaluating their own and their peers' work. When given opportunities for independent work, students can clearly show their knowledge and skills.
- Students do not initiate work, carry out research or use modern learning technologies regularly enough to support their learning.

For development:

- Ensure that students have many more opportunities to use technology to support their learning.
- Plan lessons that provide students with more frequent opportunities to work independently.

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Junior High
Personal development	Very good	Very good	Very good

- All students have positive attitudes and carry out school cleaning responsibilities extremely well and with good humour. They get on well together, help each other and understand the importance of supporting each other. In the KG, children play together well and share resources.
- Students' rate of attendance is outstanding, and they behave very well almost all of the time. They maintain very good relationships and respect their peers and adults.
- Students follow healthy lifestyles. They eat sensibly and can point out the healthy and unhealthy elements in lunches and snacks. They exercise regularly and, when possible, take part in the physical activities organised outside of formal lessons.

	KG	Elementary	Junior High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students in all three phases have secure awareness and appreciation of Islamic values. Their visit to a local mosque has provided them with insight into Islamic principles, such as prayer and cleanliness. They fully respect Islamic practices, in particular during the month of Ramadan.
- Most students show appreciation of the UAE's culture and heritage. They participate in a number of exchanges with Emirati schools and visit the Dubai Museum. They demonstrate appreciation and awareness across different subjects in the curriculum, such as art and music. However, their participation in the UAE's annual celebrations is limited.
- Students show pride in their culture and strive to demonstrate their Japanese heritage. Field trips have improved their awareness of other cultures. However, their knowledge of the different cultures represented in Dubai is limited.

	KG	Elementary	Junior High
Social responsibility and innovation skills	Good	Very good	Very good

- Students are responsible and contribute actively to the life of the school and the wider community. They show care and consideration for others through the different activities and projects in which they participate.
- Many students from Grades 6 to 9 voluntarily take on leadership responsibilities. As mentors, they read with younger students and guide those who are new to the school through their adjustment to the expectations for daily routines and behaviour.
- Students are becoming active participants in sustainability projects in the school. They believe in the importance of recycling and demonstrate responsible attitudes towards keeping a clean school environment. However, opportunities for student-led innovation and entrepreneurship remain limited.

For development:

- Deepen and broaden students' understanding of Islamic values, the UAE culture and world cultures.
- Provide students with more opportunities to initiate projects which develop their independence, innovation and enterprise skills.

3. Teaching and assessment

	KG	Elementary	Junior High
Teaching for effective learning	Good	Good	Good

- The majority of teachers demonstrate good subject knowledge and plan purposeful and interesting lessons, which meet the Japanese MoE curriculum requirements. In Arabic, teachers' planning does not take sufficient account of the UAE MoE requirements, and the pace of learning in lessons is generally slow.
- Teachers' use of questions to promote deeper thinking is inconsistent across the school. In the majority of lessons in the junior high phase, teachers' interventions and dialogue promote meaningful discussions and thoughtful responses from students. Discussions are often followed through to promote students' deeper learning and to develop their critical thinking skills.
- In the majority of textbook-based lessons, students are not free to work independently or to develop their own methods for completing tasks. The most able students often complete their work easily as the tasks they are given are not sufficiently demanding.

	KG	Elementary	Junior High
Assessment	Good ↑	Good	Good

- Internal assessment processes are consistent, well understood and closely aligned to the Japanese curriculum standards. These provide reliable measures of students' knowledge and progress. Currently, these are knowledge-focused and do not adequately emphasise students' learning and thinking skills.
- The analysis of assessment information to modify the curriculum and improve teaching is in the early stages of development. Most teachers know their students well and identify their learning needs. Some teachers' written comments in workbooks do not provide students with sufficient information on how to improve their work.
- The baseline assessments of children new to the KG, supported by daily observations, enable teachers to closely monitor their progress. There are no baseline assessments for establishing older students' Arabic language skills.

For development:

- Plan more open-ended tasks that enable students to develop independent and critical thinking skills.
- Improve teachers' written comments on students' work to enable them to make faster progress.
- Determine students' starting points in Arabic in order to provide them with appropriately-challenging tasks.

4. Curriculum

	KG	Elementary	Junior High
Curriculum design and implementation	Good	Acceptable	Acceptable

- The curriculum meets the requirements of the Japanese MoE guidelines to develop students' identities as Japanese citizens. It ensures continuity of learning for students who are returning to schools in Japan. The curriculum is reasonably broad and balanced, and includes subjects such as integrated studies, moral education, English and Arabic. Further opportunities for learning English conversational skills are provided.
- The school organises various events and field trips throughout the year. These help students develop a sense of unity as members of the school community. Some examples include a school festival, a sports day and visits to several local UAE schools.
- Although the school provides all students with opportunities for learning Arabic, the weekly teaching time is less than prescribed by the MoE. Provision of the UAE social studies curriculum is underdeveloped.
- Moral education is taught as a separate subject.

	KG	Elementary	Junior High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The adaptation of the curriculum to meet the needs of different students is inconsistent across the different subjects. In the junior high phase, there is greater awareness of students' individual needs and, thus, more relevant adaptation of the curriculum for them.
- Students are provided with only a few opportunities to engage in entrepreneurial, enterprising and innovative activities. The extra-curricular activities provided enhance the curriculum and appeal to students' diverse interests and abilities.
- The curriculum provides a number of appropriate opportunities to develop students' knowledge and appreciation of the UAE. School trips to various Dubai locations serve to develop students' understanding of Emirati culture and heritage.
- Arabic is taught in the KG at different times each day.

For development:

- Improve the adaptation of the curriculum to match the learning needs all students in all subjects.

5. The protection, care, guidance and support of students

	KG	Elementary	Junior High
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Acceptable	Acceptable

- The school has adequate procedures for the safeguarding of students, including child protection. Regular school surveys help to identify and protect students from all forms of bullying. The written child protection and anti-bullying policies require more clarity and detail.
- The school is secure at all times, but visitor identification checks are not robust. While students are well-supervised on buses, many are travelling for too long each day. The new KG premises are safe and secure. However, children are not well supervised during recess times.
- The school is effective in promoting healthy lifestyles, such as awareness of proper eating habits. Students eat nutritious foods at lunch times.

	KG	Elementary	Junior High
Care and support	Acceptable	Acceptable	Good

- Staff-student relationships are courteous and kind. Students' behaviour, attendance and punctuality are managed effectively by the school and supported by the parents.
- Teachers identify high, middle and low-achieving students, but accommodations for them are inconsistent across the different subjects. Most importantly, a number of students of determination are in the school but have not been identified. These students require appropriate assessments, individual learning plans, regular support and periodic progress reviews.
- The school and parents collaborate with the local Japanese Association to provide career information sessions on the variety of options for students prior to their entry into high schools in Japan. The school also assists students and parents to select and communicate with these schools to enable smooth transitions.

For development:

- Ensure that students of determination are identified accurately and receive individual learning plans, support and periodic progress reviews.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- Leaders and governors have been unable to ensure that the school is inclusive. There are insufficient learning opportunities for students of determination. The school's admission policy does not reflect an inclusive school or that appropriate provision will be available for such students.
- The identification processes in the school are weak. Interventions, such as assessments of special educational needs and individual education plans, are not evident.
- The school's procedures for communicating with the parents of students of determination about basic guidance, training and support are inadequate.
- Modification of the curriculum is done inconsistently, but it is best in some junior high subjects. The differentiation of learning tasks is rare throughout the school. The personal support given to students who are having difficulties in learning is acceptable.
- The monitoring of the progress of students of determination is underdeveloped. These students do not have individual education plans and, as a result, the monitoring of their progress is inaccurate.

For development:

- Improve the provision for students of determination to ensure they are identified and properly accommodated in all subjects.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Weak ↓
Parents and the community	Outstanding
Governance	Acceptable
Management, staffing, facilities and resources	Good

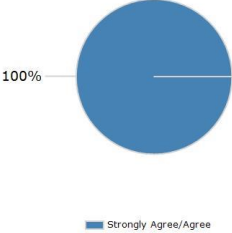
- The quality of leadership across the school varies, as some leaders are more effective than others. Senior leaders oversee very high-quality outcomes in most key subjects. Leaders share a common vision and set a direction that results in good-quality Japanese schooling. Most leaders demonstrate good understanding of the curriculum and best practices in teaching. The leadership of the KG has made clear improvements since the previous inspection.
- The school's internal evaluation processes include regular teacher appraisals and development plans. There are improvements since the previous inspection in the KG and in school-wide safety measures. The identification of the educational needs of students of determination has been largely neglected. The school's internal evaluations are far too generous, resulting in poor understanding of the priorities for improvement. The school's action plan is three years out-of-date, and the progress made in addressing the recommendations from the last inspection is minimal.
- Parents are extremely positive about all aspects of the school. They believe that their views are listened to and acted upon regularly. Home-school relationships and communication are highly effective. Leaders and staff are readily available to parents. Through newsletters, reports and meetings, parents are kept very well informed about school events and their children's progress. The extensive links with the local community enhance students' learning, as do links with other schools and educational organisations.
- The Board of Trustees is comprised of Japanese expatriates, including those from the Consulate and the business community. Teachers and students are not represented. The principal reports directly to the board every month on a range of issues. The board has a positive influence upon the school overall. Board members lack understanding of the process and results of school inspections, because they do not discuss them. Board members were unavailable to meet with inspectors this year.
- Most aspects of daily operations across the school are efficient. Displays provide relevant information about upcoming events. Most teachers are appropriately qualified, undertake regular performance reviews and participate in professional development. Classrooms accommodate students well, and the premises are adequate but better in the KG. There is limited availability of modern technology to support teaching and learning. Resources, other than technology, are sufficient in quality and quantity to support good teaching and learning.

For development:

- Share the best practices in leadership that are evident in some parts of the school to ensure that all leaders are highly effective.

The Views of Parents

Before the inspection, the views of parents were surveyed. Key messages were considered during the inspection and these helped to form inspection judgements.

 Students No. of responses = 0	 Parents No. of responses = 55
Not Applicable	Overall, I am satisfied with the quality of education at my child's school 

 Students	There are no senior students at this school.
 Parents	Parents are very positive in their opinions of the school. They express satisfaction with the overall quality of education provided for their children. They believe that their children are safe at all times. They believe that teachers are supportive and communicate well with them. They are confident that the school's leaders will listen to them and take their concerns seriously.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from the DSIB;
- areas identified by the school as requiring improvement;
- other external reports or sources of information that comment on the work of the school;
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae