



المعرفة
Knowledge



JAPANESE SCHOOL

JAPANESE CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



Not applicable

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	7
MAIN INSPECTION REPORT	10
WHAT HAPPENS NEXT?	20



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Wasl
	Opening year of school	1980
	Website	www.japanese.sch.ae
	Telephone	971.4344.9119
	Principal	Ms. Satoko Kato
	Principal - date appointed	4/7/2023
	Language of instruction	Japanese
	Inspection dates	12 to 16 February 2024



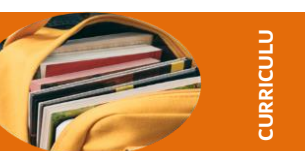
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	Nursery to Grade 9
	Number of students on roll	175
	Number of Emirati students	2
	Number of students of determination	1
	Largest nationality group of students	Japanese



TEACHERS

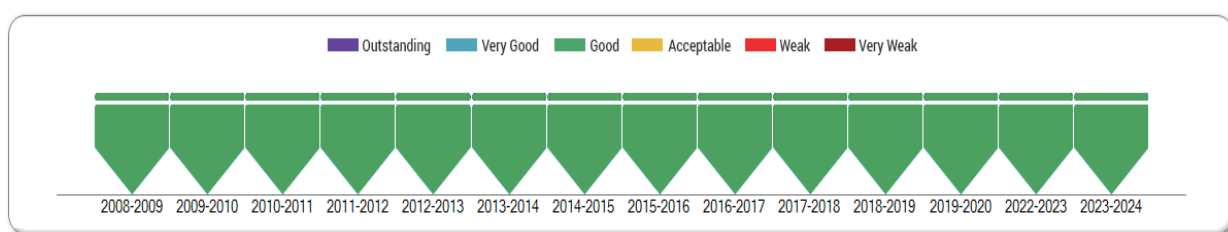
	Number of teachers	26
	Largest nationality group of teachers	Japanese
	Number of teaching assistants	3
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	Japanese
	External Curriculum Examinations	Japanese Ministry of Education
	Accreditation	Japanese Ministry of Education

School Journey for JAPANESE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

- Students generally make good or better progress learning Japanese, English, mathematics and science. Their progress learning Arabic is only acceptable. Students demonstrate good learning skills from the Kindergarten (KG) on to the Junior High phase. Their critical thinking and problem-solving skills are developing, but inconsistently across the different subjects.
- Students demonstrate positive attitudes toward school life. They are almost always engaged in learning. They are polite, respectful and helpful in and outside of their classrooms. Students demonstrate healthy lifestyles, with good diets and regular exercise. They show awareness and appreciation of the UAE and the values of Islam. Students are developing leadership skills and make contributions to the school's community.

Provision for learners

- The quality of teaching is good overall. Most lessons are interesting and enable students to make good progress. Teachers have the necessary subject knowledge to deliver the Japanese curriculum. The learning environments are appropriate for teaching most subjects. Teachers use time and resources well, but some classrooms have insufficient resources, especially for the specialist subjects.
- The school's assessments of learning are of good quality overall. Teachers know how well their students are learning and provide helpful guidance toward improvement. The school's collection and analysis of assessment data have yet to be done systematically. The curriculum is compliant with the requirements of the Japanese government, but the provision of Arabic lessons is less frequent than required by the UAE Ministry of Education (MoE).
- The school protects and cares for students very well. The premises are safe, secure and well maintained. There are clear policies and procedures for child protection and safeguarding. Students' attendance is carefully monitored. Students of determination are identified and supported well. All students are provided with appropriate guidance and support as they grow up through the years.

Leadership and management

- The school is well led by a newly appointed Principal from Japan. All leaders share a vision for the school, which is achieved. The school's internal evaluation procedures are underdeveloped. Leaders maintain strong partnerships with parents and the local Japanese community. Governance of the school is weak due the instability of members on the governing board. The resources for teaching and learning are best in KG.

Highlights of the school:

- The good progress made by students in most key subjects
- The students' good personal and social development
- The good quality of teaching and assessment of learning
- The good protection, care, guidance and support of students
- The very good partnerships with parents

Key recommendations:

- Improve the progress made by students learning Arabic to good levels in both phases.
- Extend the provision of Arabic in the timetable so that it complies with local regulations.
- Improve the provision for health and safety in the main building.
- Ensure that the school's internal evaluations are accurate across all performance indicators.
- Improve the quality of governance to a good level as described in the KHDA School Inspection Framework.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Elementary	Junior High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic 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	Good	Good
	Progress	Very good	Good	Good
 English	Attainment	Very good	Good	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Good	Good	Very good
	Progress	Good	Good	Very good
 Science	Attainment	Good	Good	Good
	Progress	Good	Good	Good
		KG	Elementary	Junior High
Learning skills		Very good ↑	Good	Good

02 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	Very good
Social responsibility and innovation skills	Good	Good	Good

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGMENT

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

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

Wellbeing



The KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcomes are at good levels.

- School-wide policies offer a developing vision for wellbeing which are resulting in a positive and inclusive school environment. Initiatives in response to survey data are effectively implemented, fostering a supportive school climate. Data from a variety of surveys have been collected and analysed to gauge the wellbeing of students, members of staff and parents. Action plans are based on a range of outcomes from the survey data and outline the areas in need of development.
- Parents actively support and promote wellbeing and inclusion. In addition, students' views are beginning to influence wellbeing provision through the student council. Professional development training and guidance for new teachers includes a focus on the importance of wellbeing.
- Curriculum initiatives are being designed to advance students' wellbeing. A majority of students demonstrate a secure understanding of their own wellbeing and exhibit growing levels of resilience and independence. Online safety arrangements are prioritised to safeguard the wellbeing of all students. The very good behaviour of students across all phases reflects positively on their wellbeing.

For Development:

- Ensure that teachers, students and parents are regularly surveyed on their wellbeing experiences.

UAE Social Studies and Moral Education

- The UAE social studies and moral education lessons follow the 'Minaret' Japanese Ministry of Education programme, which has been designed to accommodate and enhance the UAE's Moral, Social and Cultural Studies (MSCS) framework. These two frameworks are integrated with each subject, but moral education and social studies are also taught as discrete lessons. Social studies is allocated two or three 45 minute lessons per week. Moral education is taught once a week for 45 minutes.
- The UAE social studies is integrated with the 'Minaret' adapted programme and follows the UAE MoE standards. The subject is delivered by home room teachers and specialists. Each year students have opportunities to share their understanding of the UAE's traditions and culture when parents, who are invited to watch presentations by students in all grades. Moral education is also taught by home teachers and specialists and the students learn about values such as, honesty, kindness and the importance of following rules. Both subjects use formative and summative tests alongside teacher observations, check lists and self-assessment.

Arabic in the Early Years

- Arabic is taught in KG for 20 minutes once a week. The school uses a modified version of the UAE's MoE Arabic curriculum to prepare children for Arabic in Grade 1. The teaching of Arabic is based on songs and language games that familiarise the children with the sounds of Arabic numbers, the names of animals and social greetings. The children's Arabic learning is not formally assessed.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENTS

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In lessons and work samples, most students attain the expected subject knowledge and skills. Internal assessment data show higher attainment, with no external assessment data to verify this. Boys and girls make similar progress. However, the progress of students is restricted by the limited curriculum time offered for Arabic weekly.
- The students' strongest skill is listening. Students understand their teacher's instructions and can respond to them verbally and non-verbally. Most students can produce written and spoken simple, short sentences. The oldest students can produce compound sentences using linking words.
- The school has broadened the range of vocabulary students know and can use. However, their collective ability to write freely and extensively is very limited. Accordingly, their overall ability to participate in lengthy conversations is insecure.

For Development:

- Require students to write and speak freely and at length.
- Comply with the UAE MoE timetable regulations for Arabic.

JAPANESE

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

- Children in KG learn Japanese by singing songs, dancing and reading story books. Their attainment is well above expectations. Most can communicate their thoughts to their teachers and classmates. A large majority are able to write their names. Most can trace new characters neatly.
- Overall, students' attainment is above average in the elementary and junior high phases. The four language skills are developing well. A large majority can express themselves clearly. Students in Grades 3, 8 and 9 demonstrate the best language skills. Very few students' skills are below expectations.
- The teachers' focus is mainly on knowledge acquisition and learning activities are based on the Japanese textbooks. Consequently, the opportunities for creative use of the language are rare, as are instances of critical thinking and problem-solving.

For Development:

- Improve students' higher order thinking skills.
- Challenge the most able students with more difficult tasks.

ENGLISH

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

- Students show confidence when speaking, especially in KG and Junior High. Most children in KG2 can use new words to create simple statements independently. Older students enjoy presenting persuasive narratives and counter arguments and demonstrating their awareness of inference.
- Students writing skills are increasingly well developed in the junior high grades. The needs of both advanced and beginning students are met through parallel teaching, but the most able students are not challenged enough and the work for lower ability students is often too high.
- Writing has been a focus of development, but this aspect is often left until the end of a lesson and then it is rushed. Students in the elementary grades have too few opportunities to read and extend their vocabulary to enhance their creative writing skills.

For Development:

- Establish more opportunities for reading and extending vocabulary to improve students' writing.
- Introduce writing tasks into lessons sooner.

MATHEMATICS

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

- Children's abilities to count and understand numbers develop steadily in KG. Older students continue to make steady progress through the elementary grades. They make more rapid progress in the junior high grades, as they are consistently challenged by interesting learning activities.
- Children in KG know about the numbers on a clock face. In Elementary, students know about number sentences and how to construct diagrams of regular polygons. In Junior High, students know how to calculate the volume of three-dimensional objects and how to add algebraic expressions.
- Student's external tests results are higher in Junior High than in Elementary. Students in both phases are yet to be competent problem-solvers or critical thinkers because the activities to promote these skills are rarely featured in their lessons.

For Development:

- Provide more activities which develop students' problem-solving and critical thinking skills.

SCIENCE

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

- Children's skills of observation and their abilities to make simple predictions develop steadily in KG. Students continue to make steady progress in their knowledge and understanding of scientific ideas through the elementary and junior high phases.
- Children in KG know about magnets. In Elementary, students know about the properties of water, the reflection of light and the movement of carbon around the environment. In Junior High, students consolidate their understanding of the weather and of human systems.
- Students are presented with highly structured worksheets which focus primarily on the learning of scientific knowledge. This approach does not do enough to develop students as problem-solvers or critical thinkers. They are rarely presented with suitable activities which promote the development of these skills.

For Development:

- Ensure that all students are challenged by well-designed activities which meet their learning needs.
- Challenge students regularly with activities which require critical thinking and problem-solving.

LEARNING SKILLS

	KG	Elementary	Junior High
Learning skills	Very good ↑	Good	Good

- Extended opportunities for collaborative learning are enjoyed by students across most subjects. They often engage in independent enquiries and are enthusiastic learners. Children in KG demonstrate positive attitudes toward learning. Through free play they build resilience, until they are successful.
- Students interact well and develop effective communication skills. They make meaningful links with other subjects, such as, ordinals and percentages in English and flow diagrams to depict a butterfly's life cycles in KG. In Arabic lessons students discuss their interests and hobbies.
- Students are competent in the use technology for research activities, but do not make enough use of online sourced to support learning. While students are competent at independent research, there are only limited opportunities for them to demonstrate their critical thinking and problem-solving skills.

For Development:

- Provide more opportunities for students to develop higher order thinking skills in all subjects.
- Increase opportunities for students to use technology to support their learning.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- The behaviour of students in lessons and break times is excellent. They are respectful toward one another and their teachers and demonstrate very positive attitudes towards learning. Students have strong leadership skills, reflected by their ease with presentations and interactions with adults.
- In addition to their academic pursuits, students prioritise healthy lifestyles. They exercise regularly and promote wellness among their fellow students. This awareness reflects a proactive approach to healthy living and sets a positive example for others within the school.
- Students' attendance and punctuality are commendable, with almost no instances of lateness reported. Students consistently prioritise timeliness, contributing to a conducive learning environment and reinforcing a culture of responsibility and accountability.

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

- Across all phases, students demonstrate a solid understanding of Islamic values and recognise their positive effects upon contemporary life in the UAE. All students are appreciative and respectful of these values. For example, they highlight virtues such as, patience and compassion.
- Students take considerable pride in their own cultural heritage. Senior students demonstrate a broad understanding of global cultures, such as, histories, arts and literature. For example, they can talk knowledgeably about the Pyramids of Egypt and Shakespearean classical literature.
- The school has significantly raised students' awareness of the UAE's heritage and culture. Initiatives, such as 'Minaret' time, have significantly improved students' understanding of Emirati lifestyles and history. It has also served as a valuable platform for community awareness, which is shown by students' presentations.

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

- Older students have initiated and developed committees responsible for different aspects of the school day. For example, running the library and making the morning announcements. Children in KG regularly volunteer for leadership roles, checking attendance and cleaning up after lunch.
- Students across the school have a very positive work ethic. Grade 3 students recently planned and delivered an innovative presentation for parents and other students to inform them about the UAE. Entrepreneurship and opportunities to volunteer in the local community are underdeveloped.
- Students are now more aware of sustainability and environmental issues, and they continue to collect and recycle plastics. They understand the effects of global warming and know of other countries and parts of Japan that are in danger of flooding.

For Development:

- Improve students' awareness of other world cultures by providing more opportunities to compare them with their own culture.
- Provide more opportunities for students to volunteer in the local community.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Junior High
Teaching for effective learning	Good	Good	Good

- Teachers across all phases have secure subject knowledge and awareness of how students learn. When problem-solving and critical thinking activities are presented, students respond well. Relationships are strong, and teachers' use of questions encourages open dialogue, reflection and positive interactions.
- Lessons are well-planned but with few details or awareness of task differentiation. Resources are limited, teachers often provide their own. Teachers plan lessons that are interesting and well-paced. They create a positive, secure climate for learning.
- Lessons across all phases are often teacher directed from the front of the classroom. Tasks are clearly explained, creating time for questioning, discussions and debates. There is inconsistency in the provision of problem-solving activities across the different subjects.

	KG	Elementary	Junior High
Assessment	Good	Good	Good

- The assessment procedures in KG, provide profiles of the children's academic, personal and social development. The assessment of students' attainment in all subjects is based directly on the school's curriculum. The small amount of external assessment data is analysed carefully.
- Work has started on establishing a system to track students' progress. It has yet to be done consistently and reliably across all subjects and grades. The assessment information gathered by home room and subject teachers is yet to be summarised and thus useful for senior leaders.
- The comparing of the school's internal assessment data with external international test data is underdeveloped. Teachers have a thorough knowledge of individual students' strengths and weaknesses. They check students' work continuously in lessons. They provide students with highly effective, formative advice on how to improve.

For Development:

- Ensure that teaching is planned to address the needs of students of all ability levels.
- Establish a comprehensive system to track students' attainment and progress in the key subjects.
- Compile summaries of assessment data that are useful for senior leaders, comparing the school's internal data against external international data.

04 CURRICULUM

	KG	Elementary	Junior High
Curriculum design and implementation	Good	Acceptable	Acceptable

- The scope of the curriculum is reasonably broad and balanced, which includes subjects such as, integrated studies, moral education and foreign languages, English and Arabic as an additional language. Further opportunities for learning conversational English are provided to students.
- The curriculum includes opportunities for students to research topics about the UAE and give presentations to parents. Students are provided with additional achievement opportunities in, for example, sports and music. The curriculum is enhanced by, for example, a talk from a Japanese astronaut.
- The development of students' literacy skills in Japanese are supported through daily reading time. Self-management skills are promoted through homeroom and cleaning time. The curriculum time allocated for the teaching of Arabic, does not meet the requirements of the UAE's MoE.

	KG	Elementary	Junior High
Curriculum adaptation	Good	Good	Good

- The curriculum meets the needs of the large majority of students who will be returning to Japan. The school makes adequate adaptations to support students who have different abilities, especially in English and in Arabic.
- While teachers provide extra support for underachieving students, curriculum modifications are insufficient to meet the needs of the more capable students as well as students of determination. All students are engaged on the same learning tasks at the same times.
- Although students in some subjects use digital devices and various learning applications, the opportunities for innovation and the use of new technology to support learning are limited.

For Development:

- Ensure curriculum modifications match the needs of the most capable students as well as students of determination.
- Increase opportunities for students to be innovative and enterprising.

05 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 environment in KG is well maintained compared to the other areas of the school, particularly the main building. In KG, children are introduced to healthy lifestyles and older students record all they learn on how to stay safe and healthy in a reference book.
- The school provides a safe environment for students who know who to contact if they have any issues or concerns. There are regular safety checks and students are well supervised throughout the day.
- Since the previous inspection all required health, maintenance and safety records are systematically recorded and kept. Coming and going from school is now safer as buses follow a one-way system and the car drop off point is at a separate location.

	KG	Elementary	Junior High
Care and support	Good	Good	Good

- Students and members of staff enjoy positive relationships. The inclusive environment ensures continuous support for students' achievement. The school has prioritised the use of positive behaviour management strategies to create an environment that directly supports student success. The school's monitoring of attendance is very effective.
- The school provides support for students of determination when necessary. The identification of students with gifts and talents has yet to be fully developed. There is insufficient support for students who would benefit from more varied and challenging learning experiences.
- The wellbeing and personal development of all students is routinely monitored. The resulting information is used to provide effective personal, and academic guidance and support, from Grade 6 onward. As a consequence, students have a clear idea on their future pathways as they leave the school.

For Development:

- Improve the maintenance and quality of repair of the main building.
- Identify students with gifts and talents and provide appropriate support to develop their creativity and potential.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The school has effective inclusion policies and procedures. The inclusion leader monitors provision and holds home room teachers to account for students' outcomes.
- The inclusion and admission teams work together to build an accurate understanding of students' needs. This strategy is yet to be applied to students who have gifts and talents.
- Parents of students of determination appreciate the progress their children are making. They are involved in planning their children's individual education programmes (IEPs).
- The inclusion team provides some training for home room teachers. However, the training lacks focus on how to differentiate learning activities to match students' differing needs and abilities. Effective personal support contributes to students' wellbeing and their independence.
- Teachers monitor students' academic, personal and social development using a variety of measures. Better than expected progress is made in their personal and social development.

For Development:

- Identify students with gifts and talents and put in place a range of interventions to challenge and build their capacity as learners.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders demonstrate a shared vision, and they collaborate to achieve the school's mission. Frequent meetings support effective communication. A majority of leaders understand best practices in curriculum planning, teaching and the use of assessments of students' learning. Key tasks are delegated. Staff morale is high. Leaders generally understand what needs to be done to improve the school. They have maintained the overall good academic and social outcomes of the school, despite the high rate of staff and student turnover.
- Systematic self-evaluation, using internal and external assessment data, is yet to be established. The information available in different sources of data is known to individual leaders. However, the school's internal evaluations are often inaccurate. There has been very little progress in relation to the recommendations made in the previous inspection report. The school has sustained mostly good outcomes over time in the key areas. Leaders have yet to demonstrate the capacity to make further improvements.
- The school is successful at engaging parents as partners in their children's learning. They are consulted by way of a formal association. Their involvement makes positive contributions to students' experiences. Parents are well informed about their children's learning and development. Reports clearly convey students' achievements. Written reports include the general next steps for students to take but lack specific details for individual subjects. The school benefits from partnership with the local Japanese community.
- Governors collectively exert a positive influence on the school. but have yet to ensure that there is full compliance with local regulations. There is insufficient knowledge of the school and its priorities for improvement, due to the transient membership. The governing board does not include representation from all stakeholder groups. The procedures to ensure the accountability of senior leaders are informal. Governors are unfamiliar with the recommendations in the previous inspection report.
- The school runs very smoothly, and daily routines are well established. Teachers are suitably qualified, with expertise appropriate to their roles. There is a high rate of teacher turnover, which may affect some students' progress. The aging building is adequate and allows access to all. There are few books, computers and large screens across the school. The learning environments and available resources adequately support teaching and learning, particularly in KG.

For Development:

- Ensure that all leaders understand the UAE National priorities and act accordingly.
- Improve the resources available for teaching and learning.
- Increase the library's collection of books.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae