

INSPECTION REPORT

Japanese School in Dubai

Report published in April 2013

GENERAL INFORMATION ABOUT Japanese School in Dubai

Location	Al Wasl
Type of school	Private
Website	www.japanese.sch.ae
Telephone	04-3449119
Address	PO Box 7149, Dubai
Principal	Mr. Massanori Nagamine
Curriculum	Japanese
Gender of students	Boys and Girls
Age / Grades or Year Groups	6-15 / Grade 1 to Grade 9
Attendance	Outstanding
Number of students on roll	139
Largest nationality group of Students	Japanese
Number of Emirati students	0 (0%)
Date of the inspection	12th November to 14th November 2012

Contents

The context of the school	3
Overall school performance 2012-2013	3
Key strengths	4
Recommendations	4
Progress since the last inspection	5
Trend of overall performance.....	5
How good are the students' attainment and progress in key subjects?.....	6
How good is the students' personal and social development?	7
How well does the curriculum meet the educational needs of students?	8
How well does the school protect and support students?.....	8
How good are the leadership and management of the school?.....	8
How good are the students' attainment and progress in key subjects?.....	9
How good are the teaching, learning and assessment?	10
How well does the curriculum meet the educational needs of students?	11
How well does the school protect and support students?.....	12
How well does the school provide for students with special educational needs?.....	12
How good are the leadership and management of the school?	12
What are the views of parents, teachers and students?.....	14
What happens next?.....	15
How to contact us	15

The context of the school

The Japanese School in Dubai, situated in Al Wasl, provides a private education for boys and girls from primary to Junior High, aged six to 15 years. The school follows the prescribed Japanese Ministry of Education curriculum. The primary phase, from Grade 1 to 6, is followed by the Junior High Phase, from Grades 7 to 9. Almost all students returned to Japan to complete high school. Japanese, mathematics, social studies and science were taught in Japanese. English and Arabic were taught as additional languages. At the time of the inspection there were 139 students on the roll. The school had no Emirati students and a few Muslim students. Attendance was outstanding.

The school used a variety of externally generated tests to monitor students' progress. In the primary school students took standardized tests three times per year as well as school-based tests at the end of each term. In the Junior High School students sat the Japanese Nationwide Standard examination four times per year.

Most of the school's 12 teachers were expatriates selected by the Ministry of Education in Japan. They were well qualified in their teaching areas and had an appropriate teaching qualification. They were supported by two teaching assistants. There were no new teachers in the school this year. At the time of the inspection the Principal was completing his second year in post.

Overall school performance 2012-2013

Good

Key strengths

- Students' attainment and progress in English, mathematics and science was good. It was outstanding in Japanese;
- The very positive attitudes and good behaviour shown by students to their engagement in school life which was reflected in the high levels of attendance;
- High quality relationships between students and staff which contributed to the very positive learning environment;
- Committed leaders and teachers who worked hard to provide good quality teaching which had a positive impact upon students' progress and learning;
- The outstanding relationships which had been established between the school and parents.

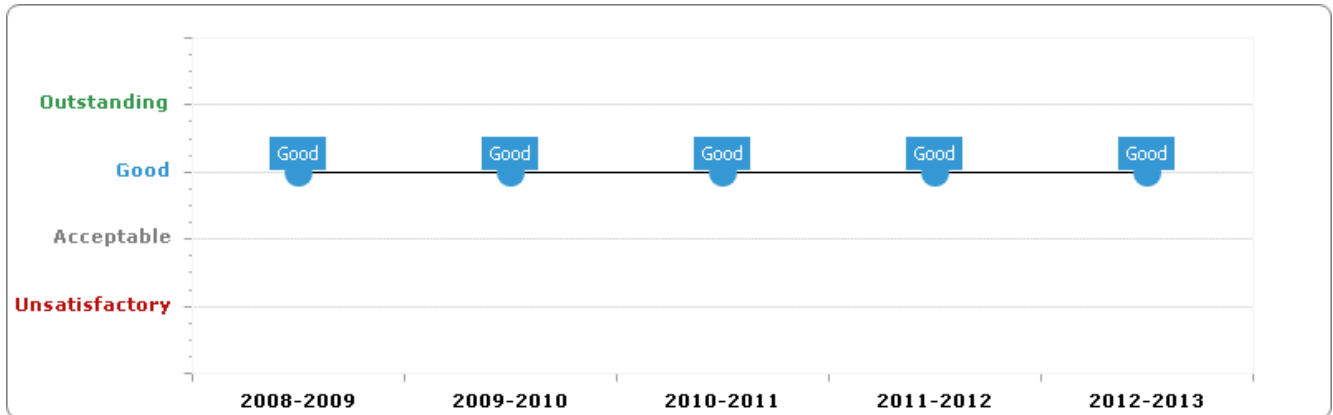
Recommendations

- Ensure that the school complies with UAE Ministry of Education regulations with regard to Islamic Education for Muslim students and Arabic as an additional language;
- Improve attainment in English, mathematics and science through increased variety in teaching methods that promote independent learning and address the needs of individual students.;
- Provide all staff with appropriate professional development to identify students with special educational needs and provide a modified programme which meets their individual needs.

Progress since the last inspection

- The school still did not meet UAE Ministry of Education requirements regarding provision for Islamic Education or Arabic as an additional language;
- There had been few improvements in attainment in Arabic in either phase. It remained acceptable.
- Limited progress had been made in the identification of and provision for students with special educational needs.
- Some progress had been made with school self- review and improvement planning but this was still at an early stage of development. More work was required to ensure further improvement.

Trend of overall performance



جهاز الرقابة المدرسية في دبي

Dubai Schools Inspection Bureau

How good are the students' attainment and progress in key subjects?

	Primary	High
Islamic Education		
Attainment	Not Applicable	Not Applicable
Progress	Not Applicable	Not Applicable
Arabic as a first language		
Attainment	Not Applicable	Not Applicable
Progress	Not Applicable	Not Applicable
Arabic as an additional language		
Attainment	Acceptable	Acceptable
Progress	Good	Acceptable
Japanese		
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding
English		
Attainment	Good	Good
Progress	Good	Good
Mathematics		
Attainment	Good	Good
Progress	Good	Good
Science		
Attainment	Good	Good
Progress	Good	Good

[Read paragraph](#)

How good is the students' personal and social development?

	Primary	High
Attitudes and behaviour	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Good	Good
Community and environmental responsibility	Good	Good

[Read paragraph](#)

How good are the teaching, learning and assessment?

	Primary	High
Teaching for effective learning	Good	Good
Quality of students' learning	Good	Good
Assessment	Good	Good

[Read paragraph](#)

How well does the curriculum meet the educational needs of students?

	Primary	High
Curriculum quality	Good	Good

[Read paragraph](#)

How well does the school protect and support students?

	Primary	High
Health and Safety	Good	Good
Quality of Support	Good	Good

[Read paragraph](#)

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Outstanding
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

How good are the students' attainment and progress in key subjects?

Students' attainment was good in English, mathematics and science in both phases. In Arabic as an additional language, it was acceptable, while Japanese was outstanding. In Arabic, most students were able to read, speak, listen and write to an acceptable standard. The majority of students in primary could apply their knowledge and skills in real life and familiar situations, however Grade 9 students were less secure. Reading and writing skills were also weaker in the upper grades. In English, students' speaking and listening skills were well developed, while reading comprehension was improving. Writing skills were not well developed in the high school. Students' attainment in Japanese was outstanding and most of the students demonstrated a great enthusiasm for this subject. In mathematics, students were confident in their use of number. They showed a good understanding of shape and space. They were increasingly confident in applying their mathematical competence in a wide variety of real-life contexts. Particular strengths in science were the students' investigative skills and their secure knowledge and understanding of basic scientific ideas.

Students' progress was good in primary Arabic and in English, mathematics and science in both phases. In Japanese it was outstanding in both phases; however, progress in Arabic in the Junior High school was acceptable. In Arabic, progress was not always clear in listening and reading, where instructions in Arabic needed to be repeated, and in some cases translated, as students were not able to understand what was required of them. In English, students speaking and listening skills were developing well. Writing was not well structured and this resulted in too few examples of an appropriate length. Over time most students consistently improved their knowledge, skills and understanding at levels above Japanese national public school averages. In mathematics all students made good progress. The majority were skilled in making inferences and linking mathematical concepts to solve problems. In science most students made good progress in evaluating and improving the quality of their scientific investigations. Students with special educational needs made acceptable progress.

[View judgments](#)

How good is the students' personal and social development?

Students demonstrated a very positive and responsible attitude. They had a strong self-reliance and independence. They were self-disciplined and responded very well to adults. Their behaviour was outstanding both inside and outside classrooms. Relationships between students and staff were very respectful. Students demonstrated excellent understanding of healthy living through their food choices exercises and sport activities. Attendance was outstanding.

Almost all students knew Islamic greetings and responded appropriately. Students discussed the influence of Islam in Dubai and identified many local traditions and heritage. They discussed the development of the UAE and described their own cultures proudly providing details and examples. They talked about other cultures including Egyptian, Italian, Indian and American. They appreciated living in the multi-cultural society of Dubai. Students were responsible and contributed actively to the life of the school. All students and staff participated in cleaning the school on a daily basis and they undertook responsibilities in school through a well-planned system. There was good communication and co-operation between students of different grades. They had an excellent work ethic. Students showed a very good understanding of environmental issues and cared for the school environment and took initiatives to support conservation. The school did not have sufficient links with the wider community.

[View judgments](#)

How good are the teaching, learning and assessment?

Teaching was good overall. Teachers knew their subjects well and planned effectively. In the best lessons teachers used challenging questions to draw out students understanding of what was being illustrated or demonstrated. Most teachers had high levels of expectation for students. Resources were used well to promote learning as was illustrated through the 'hands-on' activities in science. Technology was used appropriately to stimulate students' interest and generate ideas. However there was scope for the planned use of computers in lessons. Where group work was used it was appropriately organized to enable collaboration amongst students and promote independent learning. In the more effective lessons there was challenge and pace for all levels of ability. In the high school the beginning of lessons were occasionally dominated by teacher input rather than engaging the students. In some subjects the challenge was not evident for the most able students.

The quality of learning was good. Students were keen to learn and interacted well with their teachers. There was a positive learning environment in most classes. Almost all students were conscientious and prepared to work hard. They took responsibility for their learning, reflected on what they did and wanted to know how they could improve. In their scientific investigative learning students felt confident enough to experiment and learn from their mistakes. These mature attitudes were also reflected in a willingness to engage in activities in lessons and other extra-curricular events. The supportive collaboration between students was a strength. When working together they were respectful of each other's point of view. They worked independently and developed effective research skills. High levels of creativity and presentation were evident. In some Arabic lessons there was insufficient opportunity for independent learning and this impeded progress.

The quality of assessment systems and practice was good. The comprehensive collation of data from regular testing procedures effectively tracked each student's attainment and progress. Teachers had a good knowledge of individual students' strengths and weaknesses. In lessons teachers provided good oral feedback to students on what they had done and how they could improve. Continuity of assessment and tracking procedures helped ensure that students continued to make above expected progress. Informal feedback to parents was particularly strong providing an ongoing 'snapshot' of how well their children were doing. This process complemented the more formal one of informative and detailed progress reports for parents. Students had insufficient planned opportunities to engage in self-assessment of their work in order to promote their own learning. Marking of work was regular with best examples providing encouraging comments and clarification of misunderstandings. Sometimes, however, marking was not sufficiently informative for students.

[View judgments](#)

How well does the curriculum meet the educational needs of students?

The curriculum was of good quality in both phases. The school offered an enriched version of the Japanese Ministry of Education curriculum, which provided a broad and balanced range of learning opportunities for students. It had clear aims and rationale. The curriculum included promotion of Japanese values, appropriate knowledge acquisition and individual units related to developing physical well being. From Grade 1 to Grade 9 there was a strong progression of concepts. Most students were increasingly challenged as they progressed up the school. Music, moral education and art were provided for all students; home economics and industrial arts were offered to those in Grades 5 to 9. All students studied Japanese, English and Arabic as an additional language, although provision for the latter did not meet UAE Ministry of Education requirements. All students had daily reading time to develop literacy in Japanese, as well as morning homeroom exercise and school cleaning before classes began. Extra-curricular activities included school partnership visits and exchanges, sporting competitions, and field trips to environmental agencies, zoos, aquaria and Muslim Mosques for cultural understanding.

[View judgments](#)

How well does the school protect and support students?

Health and safety provisions were good across the school. There was a full-time, qualified nurse and a physician who visited weekly and monitored students' health. Files on the physical well being of all students, including results of health and dental check-ups, were secure and informative. Results of check-ups were communicated to parents. Medicines and hazardous substances were securely stored. All students participated enthusiastically in the daily exercise and school cleaning sessions and understood the importance of good hygiene. Healthy lifestyles were promoted effectively. Students brought healthy lunches from home. The premises were secure and students felt safe. Emergency evacuations were well rehearsed and great care was taken when students went on educational visits. Arrangements for child protection were understood by all teachers. Staff members provided excellent supervision of students at all times.

The quality of support for students was good. The school managed behaviour well, ensuring that a calm and harmonious learning environment prevailed. A culture of mutual respect had inspired confidence and promoted trust among teachers and students. Leaders, teachers and students displayed great pride in their school. Arrangements to manage attendance and punctuality were well established and effective.

[View judgments](#)

How well does the school provide for students with special educational needs?

Students with special educational needs were welcomed into the school. Procedures to assess individual learning needs and set specific targets for improvement were at a very early stage of development. In-class teacher support provided adequate support for students identified as having special educational needs. This ensured they made acceptable progress.

How good are the leadership and management of the school?

The leadership of the school was good. The school had clearly expressed educational aims and objectives. The Principal worked effectively to ensure the school met all the targets set for it by the Japanese Ministry of Education. He directed the school very effectively so that all shared his vision. Knowledge, moral education and physical education formed the basis for future development. Senior leaders were using these three aspects to guide planning. There was a strong sense of purpose and commitment at all levels.

Self-evaluation and improvement planning were acceptable. The school had used a range of sources to gather evidence for self-evaluation. Some high quality analysis of data was observed and this provided valuable evidence to support improvement planning. The school's action plan was based upon the 2012 DSIB inspection recommendations. It did not contain a sufficient range of areas for development identified by the school. The school had made insufficient progress in addressing the recommendations from the previous report.

Partnership with parents and the community was outstanding. Parents were highly supportive of the school and its senior management and relationships between the school and homes were positive. A parents group met formally once a month and regularly visited the school, helping with after school activities, field trips, the daily reading programme and the library. The school sought parental views through large scale surveys and responded to their opinions. Regular, informative reports on student's progress were issued three times per year. The school had established productive links with local public schools and other private schools in Dubai and was keen to broaden the range of such partnerships.

Governance of the school was acceptable. Whilst the governing body had a positive influence on the school it had not ensured that all the statutory requirements or the other recommendations of the DSIB report were addressed. Representation on the board of 10 included two staff members. The board regularly sought and responded positively to the views of all stakeholders of the school.

Management, staffing, facilities and resources were acceptable overall. Strong day-to-day management of the school ensured its efficient running. Daily staff briefings were an important part of school life and ensured that all staff members were well informed. All teachers had appropriate qualifications. Premises were of an acceptable quality but required further maintenance. The students acted responsibly and respected property and the school environment. Some classrooms, as well as the science laboratory and library were designed for relatively small classes. The library was not an attractive room for study and was not well stocked with English or Arabic texts.

[View judgments](#)

What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	74	71%
	Last year	58	65%
Teachers	12		80%
Students	There were no senior students in the school		

*The percentage of responses from parents is based on the number of families.

More parents responded to the survey than at the last inspection. All of the parents surveyed or interviewed during the inspection were very positive about most aspects of the school. They thought their children were making good progress in all their subjects and that they enjoyed school. Almost all parents felt that their children were safe and well looked after at school and while they were on the school buses. All parents felt that behaviour in the school was very good and that the school involved them well in planning support for the children. They were very pleased with the quality and frequency of school reports and felt that they knew how their children were progressing at school. However, almost one quarter of those who responded felt that there were insufficient extra-curricular clubs for their children. Almost all parents who responded to the survey believed that the school was well led. Teachers who responded to the survey held positive views about the full range of school provision.

What happens next?

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

- Recommendations from 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 inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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

Copyright © 2013

This report is for internal use only and for the self-evaluation purposes of the school.
It should not be used for commercial purposes or in connection with a prospectus or advertisement.