



Japanese School

🇯🇵 Curriculum: Japanese

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Wasl
Type of school	Private
Opening year of school	1980
Website	www.japanese.sch.ae
Telephone	0097143449119
Address	P.O Box 7149
Principal	Mr. OSAMU OKAMURA,
Language of instruction	JAPANESE
Inspection dates	12 to 14 December 2016

Teachers / Support staff	
Number of teachers	13
Largest nationality group of teachers	Japanese
Number of teaching assistants	4
Teacher-student ratio	1:9
Number of guidance counsellors	0
Teacher turnover	0%

Students	
Gender of students	Boys and girls
Age range	6-15
Grades or year groups	KG 2-Grade 9
Number of students on roll	123
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	1
Largest nationality group of students	Japanese

Curriculum	
Educational permit / Licence	Japanese
This might be deleted Main curriculum	Japanese / Japanese
External tests and examinations	Japanese national exams
Accreditation	None
National Agenda benchmark tests	NA



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

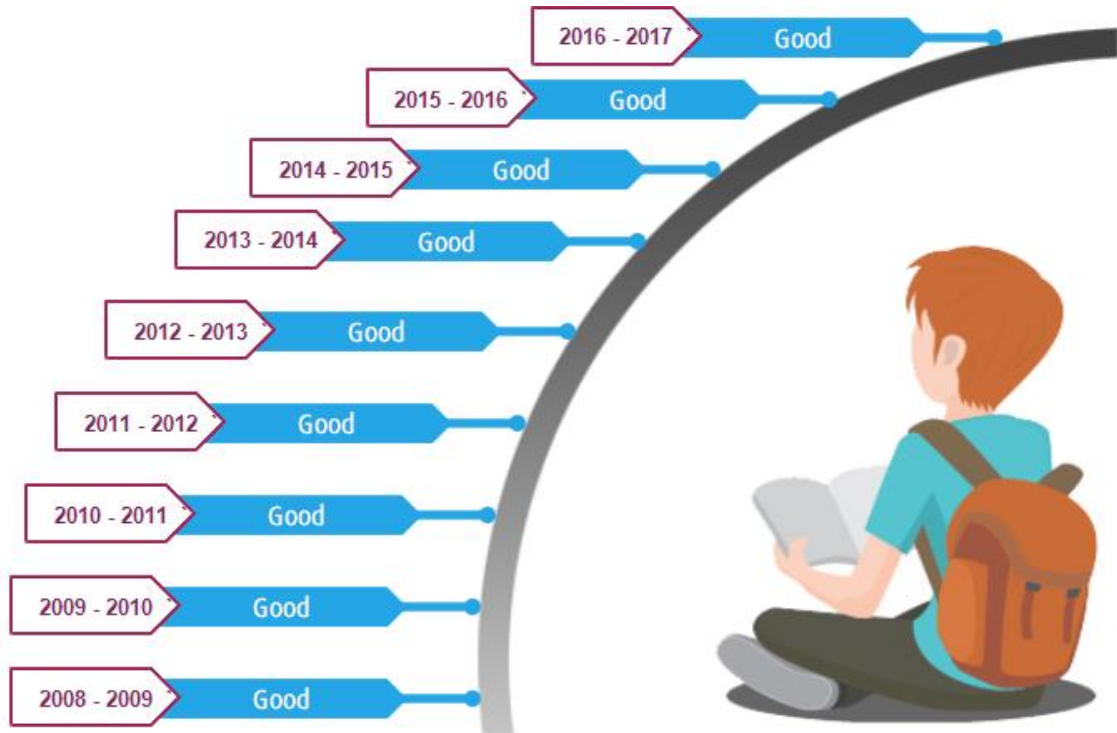
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Japanese School



- The Japanese school opened in 1980. It has maintained good performance overall throughout all inspection cycles. At the time of this inspection, the school has 123 students enrolled, 17 students fewer than last year. The school has added a new Kindergarten (KG) phase with eight children enrolled. Although the KG phase was visited by the inspection team, no judgements are given this year. The Japanese language was not evaluated during this inspection visit. Last year's judgements of outstanding for students' attainment and progress are brought forward into this report.
- In the previous three inspections, students' attainment and progress were at least good in most key subjects. However, in Arabic, attainment and progress are acceptable. The school is very successful in enhancing students' personal development and keeping strong partnerships with parents.
- The school has made some progress in improving the safety and hygiene of the premises but this remains below the good level expected as a minimum for schools in Dubai. The school's progress in addressing key recommendations is slow. There has been little improvement in self-evaluation, the improvement planning processes, or provision for students with special educational needs and disabilities (SEND).

Summary of inspection findings 2016-2017



Japanese School was inspected by DSIB from 12 to 14 December 2016. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are good or better in most key subjects. In Arabic as an additional language, they are acceptable. Students demonstrate exemplary skills in music. Learning skills are good across the school. Students show a strong work ethic.
- Students are well behaved, self-disciplined and take very good care of their school. They have good understanding of Islamic values and knowledge of the UAE culture and heritage. Students' awareness of environmental issues is very good.
- The quality of teaching is good. Teachers know their subjects well and plan activities that engage students. However, the needs of students with lower or higher abilities are not consistently met. In Arabic, excessive focus on vocabulary acquisition hinders progress.
- The curriculum is broad, balanced and in line with the requirements of the Japanese Ministry of Education. However, it remains non-compliant with the UAE Ministry of Education requirements for Arabic and Islamic education. This year, the school added a KG phase with eight children enrolled. Modifications to meet the needs of all groups of students are limited. The curriculum includes a very effective music programme.
- The school has a child protection policy and staff are aware of it. The school's attention to health and safety is improving. However, there are no comprehensive risk-assessment procedures. The well-being of students is a top priority for all staff. The school policy for admission is not inclusive. No additional resources are provided for teaching students with special educational needs and disabilities (SEND) and the provision for students with SEND remains weak.
- The school's leadership is good and daily routines are managed effectively. Resources and equipment are of adequate quality. Partnerships with parents are outstanding. The governing board is representative of the school's community but lacks continuity from year to year. Although it supports the school to maintain the premises, it is ineffective in holding the school leaders accountable for the overall performance of the school.

What the school does best

- Partnerships with parents are outstanding and have a highly positive impact on students' learning and cultural development.
- Students and staff demonstrate high levels of mutual respect and strong work ethics.
- Leaders encourage a happy, enthusiastic and cohesive school community.
- Students' attainment and progress in most subjects are good or better.
- The school's community develops strong pride in the Japanese culture.
- Students throughout the school demonstrate well-developed musical skills.

Recommendations

- Ensure that UAE Ministry of Education requirements for Arabic and Islamic education are met.
- Improve the provision for students with SEND by:
 - ensuring leaders develop a clear vision, direction and commitment to inclusiveness
 - devising and implementing an inclusive admission and identification policy
 - developing and implementing individual educational plans for identified students.
- Develop an effective self-evaluation process that leads to a detailed and workable action plan that includes:
 - identifying the school's strengths and areas for improvement
 - conducting regular risk-assessments to identify and rectify potential safety hazards on the school's premises
 - improving the school's facilities to create an inspiring learning environment
 - improving teaching to meet the needs of all students, including high and low achievers and their different learning styles.
- Restructure the governing body to add stability and remove possible conflict of interest so that it can hold the school leaders to account.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.










Promoting a culture of innovation:

- Leaders of the school have only a shallow awareness of the UAE National Innovation agenda. They have not developed a strategic plan to promote a culture of innovation in the school. The school's approach to professional development is commendable. However, the curriculum and the teaching approaches strictly follow the Japanese Ministry of Education with little or no modification to accommodate the UAE National Innovation agenda's expectations. Although the school has adequate resources to implement its daily routines, the environment does not motivate students to initiate and innovate their own ideas.

Overall school performance

Good

1 Students' achievement

		KG	Elementary	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
Language of instruction 	Attainment	Not applicable	Outstanding	Outstanding
	Progress	Not applicable	Outstanding	Outstanding
English 	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
Mathematics 	Attainment	Not applicable	Very good ↑	Very good
	Progress	Not applicable	Very good ↑	Very good
Science 	Attainment	Not applicable	Good	Very good ↑
	Progress	Not applicable	Good	Very good ↑
		KG	Elementary	High
Learning skills		Not applicable	Good	Good

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

	KG	Elementary	High
Personal development	Not applicable	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Not applicable	Good	Good
Social responsibility and innovation skills	Not applicable	Very good ↑	Very good ↑

3. Teaching and assessment

	KG	Elementary	High
Teaching for effective learning	Not applicable	Good	Good
Assessment	Not applicable	Good	Good

4. Curriculum

	KG	Elementary	High
Curriculum design and implementation	Not applicable	Acceptable	Acceptable
Curriculum adaptation	Not applicable	Acceptable	Acceptable

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

	KG	Elementary	High
Health and safety, including arrangements for child protection / safeguarding	Not applicable	Acceptable	Acceptable
Care and support	Not applicable	Acceptable	Good


6. Leadership and management

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


Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Not applicable	Not applicable
Science	Not applicable	Not applicable

- In English language lessons, children practise speaking, listening and understanding. They are able to answer and ask basic questions using correct vocabulary and sentence structure. They recognise some letters and follow words of songs. Reading skills are developing.
- Children have a sound understanding of numbers. As a result of regular repetition and practice, they can count to 100 and manipulate numbers up to 10, adding and taking away with speed and accuracy. They can order numerically and make sequences and patterns using numerals.
- The curriculum for KG does not specifically incorporate formal teaching of scientific skills but children have opportunities to explore their surroundings. Children develop an understanding of living things by becoming familiar with animals and plants. When using play dough, children learn that adding water changes the texture.

 Elementary		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Outstanding	Outstanding
English	Good	Good
Mathematics	Very good ↑	Very good ↑
Science	Good	Good

- In Arabic as an additional language, the attainment level of students is in line with expectations. Students have acceptable listening and speaking skills. They understand basic words and short phrases and respond adequately. In reading, they can decode and recognise simple familiar words. In lessons, students make steady progress in acquiring new words and phrases and improving the clarity of their handwriting. Students' progress in developing their writing skills is slower.
- In English, the students' attainment is above expectations. Students' listening skills are strong. In lessons, the students develop their speaking and comprehension skills to a good level, especially in Grades 2 and 3. They can write simple familiar words with reasonable accuracy. Over time, students make accelerated progress in listening, speaking and reading. Students' progress in developing writing skills is slower.
- In mathematics, the large majority of students attain levels that exceed curriculum standards. In lessons and in recent work, students demonstrate mastery of new knowledge and skills at a very good pace. The curriculum emphasises number and geometry work, and most students can apply their understanding of these topics in a variety of situations.
- In science, students demonstrate attainment levels above curriculum standards in external examinations. In lessons and workbooks, upper elementary students show better than expected development of knowledge and understanding and make good progress in developing practical skills, especially observation and measurement. They are less proficient in planning their own investigations and problem solving. In Grades 1 and 2 there is no formal science programme.

High		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Outstanding	Outstanding
English	Good	Good
Mathematics	Very good	Very good
Science	Very good ↑	Very good ↑

- In Arabic as an additional language, students attain expected language skills, based on the number of years they have been studying. Their listening, speaking and knowledge of words are adequate. Their writing skills are underdeveloped. Students' use and application of basic grammar is improving at an acceptable rate. Their progress over time is acceptable, especially in developing listening and speaking skills.
- In English, students' overall levels of attainment are above Japanese curriculum standards for English. Their skills in spoken English are developing well and students can ask and answer questions confidently. Reading skills are developing at a good rate but writing skills are not as secure, especially in extended writing.
- In mathematics, all students attain in line with curriculum standards and the large majority exceed these expectations in both internal and external assessments. Over recent years, these levels of attainment have largely remained constant in the upper grades. In lessons, students demonstrate the ability to apply knowledge, skills and understanding across the full range of topics studied. In recent work, the large majority of students demonstrate very good progress from their starting points.
- In science, the large majority of students attain levels above curriculum standards in external examinations. They make very good progress in developing knowledge and understanding of scientific concepts. They become very proficient at using equipment, although they lack consistent opportunities to solve problems and to develop and plan their own investigations.

	KG	Elementary	High
Learning skills	Not applicable	Good	Good

- Students are very engaged and motivated to learn. They take responsibility and, when given the opportunity, work independently. In KG, children have a high degree of autonomy in their learning. They select their own activities and make decisions for themselves.
- When given the opportunity, students collaborate, communicate and share their ideas effectively. However, activities involving discussion and debate are not offered to all grades across all subjects. In mathematics, strong collaboration is evident, with group work resulting in animated conversations and students taking active roles.

- Students make meaningful connections between areas of learning and with their everyday lives. In mathematics and science, abstract knowledge and skills are transferred to tangible situations. However, these connections are not consistent across all subjects.
- The development of critical thinking, enquiry and innovation skills are not significant features in lessons. Students have limited opportunities to use technology to support learning.

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

	KG	Elementary	High
Personal development	Not applicable	Very good	Very good

- Students have a positive work ethic and are committed to doing their best. They are self-reliant and proactive in looking after each other. Across the school, students have very good attitudes towards their school and learning, and take note of feedback from their teachers.
- Students' behaviour is very good in lessons and around the school. Students show self-discipline and almost always follow school rules. They resolve differences maturely, with minimal adult intervention.
- Students are courteous and polite to one another and they enjoy highly respectful relationships with all staff. Students are accepting of different learning styles and abilities and support one another's achievements. Older students take on the responsibility of supporting and guiding those in lower grades.
- Students across the school follow the advice about healthy eating choices and the importance of regular exercise. In the high school, students can explain the risks associated with smoking and drugs.
- The students' attendance and punctuality are very good. Students arrive promptly at the start of the day and are ready to start lessons on time.

	KG	Elementary	High
Understanding of Islamic values and awareness of Emirati and world cultures	Not applicable	Good	Good

- Students show respect and appreciation for Islamic values. They understand the impact of these values on daily life in the UAE. Students in the junior high school can explain shared values between Islamic and the Japanese cultures.
- Emirati heritage and culture are well understood by most students. The school has purposefully created a booklet about the UAE. Teachers use this to supplement lessons and enrich the curriculum, which helps students develop comprehensive knowledge about UAE culture.
- Students demonstrate extensive knowledge about and strong pride in their own Japanese cultural heritage and traditions, including language, sports, and music. Although they are aware of local Emirati culture, their knowledge of other world cultures, beyond their own direct experience, is underdeveloped.

	KG	Elementary	High
Social responsibility and innovation skills	Not applicable	Very good ↑	Very good ↑

- Students are highly responsible. They show care and consideration for others and demonstrate active citizenship. All students contribute to key events and celebrations in the school. Students collect funds for the Japanese people affected by earthquakes. They enjoy participating in the school's exchange programme and visits to UAE public schools.
- Students show a strong work ethic. The curriculum and style of teaching provide limited opportunities for innovation and entrepreneurship, but older students take on some leadership roles and responsibilities for younger students.
- Students clean and organise the school daily. They have a clear awareness of environmental issues, conservation and recycling. In the higher phase, they can link the development of economy as one cause of environmental pollution.

3. Teaching and assessment

	KG	Elementary	High
Teaching for effective learning	Not applicable	Good	Good

- Most teachers know their subjects well and apply their knowledge effectively in most lessons. They have high expectations of students. In Arabic, knowledge of how students learn is less effectively applied.
- Lesson planning is generally purposeful although, particularly in elementary, it is very focused on delivering the expected requirements of the subject text books. A range of activities including purposeful group work is planned in most subjects.
- Most teachers interact well with students and ask questions that involve them in learning and provoke thoughtful responses. This is particularly apparent in the junior high school, where small class sizes allow for more individualised work.
- Teaching is effective in meeting the need of most learners. However, slower learners do not always get the support they need to achieve mastery, and the more able are not fully challenged to extend their learning or deepen their understanding.
- Teachers offer sufficient opportunities to develop students' problem solving skills in mathematics and science lessons. However, the promotion and development of critical and higher order thinking is not always evident in other subjects.

	KG	Elementary	High
Assessment	Not applicable	Good	Good

- Internal assessment processes are closely based on the Japanese curriculum requirements. They provide consistent and valid information on attainment but are not used sufficiently to measure progress, particularly in KG.
- The school uses Japanese external tests for all subjects and grades for which they are available. School leaders compare attainment against Japanese national averages. They take pride in their high level of achievement but do not use the data to inform curriculum development.
- The school is rich in data about the performance of all students. However, teachers do not routinely use this knowledge to monitor and improve performance of individuals or groups over time.
- Assessment data is used in English and Arabic to identify groups requiring different teaching strategies. Oral assessment in Arabic is used to give instant feedback to students. Teachers in other subjects do not routinely use the data to adjust teaching style or add to the content of their lessons to meet the needs of different groups of students.
- Teachers know their students well and provide good individualised support in lessons. Students who fall behind are usually supported to gain better understanding. Students are regularly involved in assessing their own and each other's work.

4. Curriculum

	KG	Elementary	High
Curriculum design and implementation	Not applicable	Acceptable	Acceptable

- The curriculum follows the Japanese Ministry of Education requirements and is broad, balanced and age-appropriate. However, despite allocating more time for Arabic, the school remains non-compliant with the UAE Ministry of Education requirements for Arabic and Islamic education.
- The school uses textbooks aligned to the Japanese curriculum in Grades 1 to 9. These ensure that students build on prior knowledge and that there is continuity and progression in all subjects. The curriculum meets the needs of most students and prepares them well to move on to the next stage of their learning.
- Some choice of topic is available in English classes where students are taught in ability groupings, and opportunities are available for additional Arabic after school. Other than this, there are no options available to students to pursue their individual interests or talents.
- There are some incidental cross-curricular links and some transfer of skills and knowledge between subjects, especially in mathematics and science. However, these links are not consistently planned and implemented.
- The school added a new KG phase this year. The curriculum in other phases is revised if changes are made by the Japanese Ministry of Education. Other revisions have been made to improve the time allocated to Arabic, and to address UAE social studies through integrated classes in Grades 3 to 9, and environmental studies classes in Grades 1 and 2.

- UAE social studies is not fully addressed in the curriculum but students in Grades 1 to 9 learn about many aspects of UAE society through the use of a text book produced internally by the school for this purpose. This text is used in the social studies classes and in other areas of the curriculum, when appropriate.

	KG	Elementary	High
Curriculum adaptation	Not applicable	Acceptable	Acceptable

- The school makes limited adjustments to the curriculum to provide opportunities matched to students' abilities. It does not effectively meet the needs of students with SEND or those who are gifted and talented. The school has made some adjustment to the English curriculum to take account of different proficiencies.
- Extra-curricular activities effectively support students' learning and personal development, and provide opportunities for students to follow their interests, especially in sport, art and music.
- Students are given opportunities to develop knowledge and appreciation of the UAE heritage and culture through trips and celebration of international events. Some teachers from Grades 3 to 9 use the 'free time' in the curriculum to deliver extra lessons in English, Arabic and the heritage of the UAE. Students are encouraged to explore and learn about local culture, traditions and values.

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

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

- Adequate child protection and safeguarding arrangements are in place. Routine fire drills and training of staff in child protection take place from time to time. However, the school lacks regular rigorous risk assessments to identify and rectify potential safety hazards in and around the school premises, especially in the science laboratory and playing areas.
- The school has an effective clinic managed by a qualified nurse who keeps records and detailed follow-up documents. Medication is kept in a locked cabinet. Students are mostly well supervised around the school, including on school buses.
- Buildings and equipment are adequately maintained to meet the needs of students' learning. However, students have access to some open areas that are unsafe or that have potentially dangerous tools and materials for example, cupboards in the science laboratory, a playing area that has an open access to the parking area.
- The school premises are broadly of acceptable condition and some effort has been made to clean up the school grounds. Classrooms are adequately furnished and equipped with basic resources.

- The school is aware of the importance of promoting a healthy life style. Students bring their meals and snacks from home. The school has planned opportunities for students to take part in physical activities.

	KG	Elementary	High
Care and support	Not applicable	Acceptable	Good

- Staff-student relationships are very positive and there is mutual respect amongst students and adults. Teachers have high expectations of students and very good behaviour is evident across the school. There have been no recorded instances of bullying. Regular discussions between teachers regarding individual students promote a very good understanding of each student.
- Procedures to promote regular attendance and punctuality are effective and this results in almost all students having at least good attendance. Parents are involved in promoting the importance of regular attendance.
- The school has admitted one identified student with SEND. There is a lack of understanding and application in the identification process and, as a result, provision is ineffective. The identification of students who are gifted and talented is underdeveloped.
- Teachers are aware of students' social, emotional and physical needs and, as a result, almost all students make good progress in their personal development. There is no specially trained or experienced member of staff with specific responsibility to support students with SEND. Support across the school for students with SEND and for gifted and talented students is not well developed.
- The school has effective personal support for the well-being of students. Teachers know the students well and provide good personal guidance and support in an inclusive and caring way. They support students with advice on conduct and school rules, and communicate effectively with parents.

Inclusion

Provision and outcomes for students with SEND

Weak

- The school policy for admission is not inclusive. The school has a limited understanding of SEND and therefore the management of its provision is weak. The whole school policy is underdeveloped and ineffective, and no additional resources have been provided. As a result, identification is weak and students' progress inconsistent.
- Due to a lack of understanding, the school does not use the full range of KHDA categories to identify students with special educational needs. Assessment processes and procedures for identification of students with SEND are ineffective.
- There are basic reporting procedures to keep parents informed of their children's progress. Parental input and contribution to specific provision is limited and not encouraged by the school.

- In some classes, teachers modify tasks through differentiated worksheets. These are not specific to the individual students with SEND and so are largely ineffective. However, students are very well supported socially and emotionally by their peers and teachers. As a result, students develop skills of collaboration, confidence and resilience and their personal and social development is strong.
- Some tracking and monitoring of progress takes place. However, this is not used well enough to inform curriculum, teaching, or selection of resources. Academic progress is weaker than progress in personal development and social skills.

6. Leadership and management

The effectiveness of leadership

Good

- School leaders are very successful in fulfilling the school's mission to prepare students to meet or exceed the Japanese curriculum standards. Students' academic, personal and social development outcomes are very high.
- The principal, all leaders and teachers know the curriculum very well. They are effective in planning and delivering it in accordance with the Japanese Ministry of Education expectations. However, the school lacks the expertise to make specific provision for students with SEND or those who are gifted and talented.
- Communication amongst all stakeholders is professional and effective. Leadership responsibilities are purposefully distributed. As a result, the spirit of team work is exceptional across the school. Leaders have been successful in creating a harmonious school community.
- Leaders demonstrate sufficient knowledge and awareness of what needs to be improved. They strictly focus on the required guidelines of the Japanese curriculum expectations, with little innovation to enhance students' experiences.
- School leaders have responded positively to some of the recommendations of the previous inspection. They have increased the time allocation for the teaching of Arabic. However, additional time is still required to meet the UAE Ministry of Education guidelines.

School self-evaluation and improvement planning

Acceptable

- The school's approach to self-evaluation and improvement planning is developing. Regular feedback from teachers and parents informs this. However, the self-evaluation process is not systematic nor comprehensive. Key aspects of the school's performance are not consistently part of the evaluation process.
- School leaders monitor and evaluate the quality of teaching regularly. Teachers share best practice frequently, with the aim of enhancing students' experiences, although the curriculum allows for limited modifications.
- Improvement planning remains in early stages, as the school starts to address some of the areas in need of immediate attention. However, the school does not have a comprehensive improvement plan that addresses short and long term goals for improvement.
- The school's premises are hygienic and some renovation work is being conducted. There is a new KG section, with eight students. However, the school leaders are slow in addressing other key aspects in need of improvement, such as compliance, strategic planning, teaching and curriculum adaptation to meet the needs of all students, and provision for students with SEND.

Partnerships with parents and the community

Outstanding

- Partnerships with parents are strong. Parents' views are extremely positive. Parents feel welcomed and included as part of the school community. Parents, including parent-teacher association representatives, highly appreciate that the school offers a cultural and social, as well as an academic experience, for their children.
- Communication with parents is very effective. Parents admire the open and accessible means of communicating with the school. Staff know the children and their families extremely well and there are regular newsletters and information from class teachers, as well as daily diaries that create a highly effective dialogue.
- Parents are very appreciative of the regular updates they have on what their children are learning. Written reports and one-to-one meetings summarise for them what has been achieved. The reporting process also includes parents' meetings, which involve all subject teachers, providing parents with a very clear overview of what has been covered in the curriculum.
- The school strives to include a wide range of partnerships. Parents are appreciative of these initiatives to take the students to visit local businesses and for local community services to visit the school. Links with schools from a variety of different cultural backgrounds are regarded as a significant strength of what the school offers. This approach is having a highly beneficial impact on the students' cultural development.

Governance

Acceptable ↑

- The governing board is widely representative of the school's community. It includes staff, parents and members of the wider Japanese community. Although the board has a clear structure and roles are assigned to support the school, it is appointed annually which results in a lack of continuity.
- The governing board allocates different responsibilities to different teams within the board. The principal and the vice-principal are members of the board, with final responsibility for the academic aspects of the school. The structure does not allow the board to hold the leaders accountable for the overall performance of the school.
- The governing board influences the maintenance of the school's premises, for example by appointing permanent cleaning staff and supporting the renovation of some of the facilities. However, the board's influence in improving the overall performance of the school is not strong.

Management, staffing, facilities and resources




Acceptable

- The day-to-day management of the school is smooth. Timetables make satisfactory use of all available areas to meet the needs of students and staff. The school's procedures and daily routines are effective.
- There are sufficient teachers and other adults to fulfil the school's mission. Most staff members are qualified and able to provide a broad and appropriate programme for most students. Teachers and support staff benefit from relevant internal professional development.
- The buildings and facilities are generally of adequate condition but require improvement to provide a more stimulating learning environment. The teaching areas are of an acceptable size. The library is small but the school provides an additional reading room.
- The school is equipped with sufficient practical materials and resources, including textbooks and science instruments. However, most equipment and furniture are old and need replacing to facilitate better teaching and learning. The music room is well resourced and used effectively.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
Parents* 	2016-2017	55
	2015-2016	62
Teachers 	18	
Students 	0	

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

- All teachers and most parents responded to the survey.
- Most parents are pleased with the progress their children make in the school.
- Parents are very satisfied with the help and support provided by all staff.
- All teachers and parents agree that the school is well led.
- Some parents wish that the school would admit and make provision for students with SEND.

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 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