



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of The Japanese School of Abu Dhabi

Overall Effectiveness: Very Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	22 Shaban1439h	to	23 Shaban 1439h
		from	07-May-18	to	08-May-18
	School name	The Japanese School			
	School ID	9110			
	School address	Al Bateen King Abdulaziz Street (opposite Crown Prince Court)			
	School telephone	+971 (0)2 444 6104			
	School official email	Japanese.pvt@adc.ac.ae			
	School website	Http://www.jsad.ae			
	School curriculum	Japanese			
	School phases	KG1 – Grade 9			
	Fee range and category	AED 15,200 – 33,000 Low to high			
	Number of lessons observed	51			
Number of joint lessons observed	6				
Staff Information	Total number of teachers	12			
	Turnover rate	8%			
	Number of teaching assistants	14			
	Teacher – student ratio	1:8			
Student Information	Total number of students	99			
	% of Emirati Students	30 %			
	% of Largest nationality groups	1. 70% Japanese			
		2.			
		3.			
	% of SEN students	0%			
	% of students per phase	KG: 41%	Middle: 10%		
Elementary: 48%		High: ----			
Gender	Boys and Girls				



The Performance of the School

Performance Standard 1 Students' Achievement	Performance Standard 2 Students' personal and social development, and their innovation skills
Very Good	Very Good
Performance Standard 3 Teaching and Assessment	Performance Standard 4 Curriculum
Very Good	Very Good
Performance Standard 5 The protection, care, guidance and support of students	Performance Standard 6 Leadership and management
Outstanding	Very Good

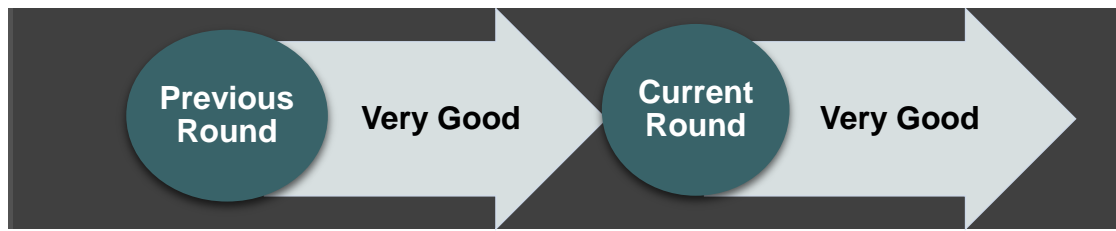


Evaluation of the school's overall performance

- The overall performance of the school is very good. Since the last inspection, the number of students on roll has increased, and the senior leadership team (SLT) has remained the same. This is the only school in Abu Dhabi that follows the Japanese national curriculum.
- Students' achievement is very good overall. The overall attainment for students is very good in English, mathematics, science, Japanese and other subjects. The large majority of students make better than expected progress in these subjects. Achievement in Islamic education, Arabic as an additional language and social studies is good, and it is acceptable in Arabic as a first language. Students' learning skills are very good. Students' speaking skills in Arabic, English and Japanese across the curriculum are less well developed.
- Students' personal and social development, and their innovation skills are very good overall. Their personal development is outstanding. Students demonstrate exemplary behaviour and a high level of respect and care in their relationships. Their understanding of UAE and world cultures is good, but there is more scope for improvement. Students' attendance at 98% is outstanding.
- The effectiveness of teaching and the use of assessment are very good. Teachers have very secure subject knowledge. They also have a very good knowledge of the students they teach. They make full use of the small class sizes to personalise students' learning. The school's internal assessment processes are highly effective.
- The overall quality of the curriculum is very good. The school reviews the curriculum regularly and all teachers adapt their planning to meet the needs of all groups of learners. The school provides an extensive range of extra-curricular activities. The integration of UAE culture and heritage is inconsistent across subjects.
- The protection, care, guidance and support of students is outstanding. Arrangements for keeping the students safe is highly effective. School systems and policies including for behaviour and attendance are highly effective. All groups of students are fully supported and guided, and the ethos of caring and mutual respect is fully embedded in the school community.
- Leadership and management are very good. School leaders and governors set a very clear direction. Partnerships with parents and school governance are very good. The day-to-day management of the school is very efficient.



Progress made since last inspection and capacity to improve



- Since the last inspection, the school has made progress in almost all the recommendations.
- Students' achievement has improved in English, social studies, and other subjects. It is now very good and good in social studies. Their attainment in Islamic education is now good.
- Achievement in Arabic as a First Language remains acceptable, but the school's new initiative to provide daily sessions before and after school for students is beginning to make an impact.
- Emirati students' skills in Japanese have improved as a result of focused daily lessons.
- The school has further strengthened its already very good provision for the protection, care, guidance and support of students and is now outstanding. As a result, students' personal development is outstanding.
- School leaders, including the governors, have a common vision to continually drive up standards of achievement so that students have the greatest chance of moving on successfully with their education when they leave at Grade 9. The sustained strong performance shows the school leaders' capacity to further improve the school is very good.



Key areas of strength and areas for improvement

Key areas of strength

- Teaching and achievement of students in Japanese, English, mathematics and science.
- Behaviour and relationships of students and their enthusiasm for learning.
- Provision for moral education and the resulting caring attitude of students.
- Provision for the care, support and guidance of all students, particularly for Emirati students.
- The partnership with parents and the community which enhance the students' well being and learning.
- Effective management of the day-to-day life of the school.
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Key areas for improvement

1. Improve students' achievement in Arabic as a first language by:
 - i. ensuring students always have sufficiently challenging activities to help accelerate their progress
 - ii. using assessment information to identify the main weaknesses in students' work
 - iii. devising an action plan to show how the identified weaknesses will be addressed
 - iv. regularly monitoring the quality of lessons to ensure teaching and learning are improving.
2. Improve students' speaking and presentation skills in Arabic, English and Japanese across the curriculum by:
 - i. reviewing curriculum plans in all subjects and ensuring they include full opportunities for students to speak at length and articulate their understanding and ideas
 - ii. devising opportunities such as research projects and mini presentations for students.
3. Further promote students' awareness of UAE and other world cultures and develop the school's international links by:
 - i. providing an increased range of planned opportunities for students to gain in-depth understanding about the UAE past and present
 - ii. providing a full range of opportunities for students to study different world cultures
 - iii. seek out and develop international links and partnerships that build on students' knowledge about global citizenship.



Provision for Reading

- The school promotes reading very well in all subjects. The library is a well-used and attractive facility. It is very well stocked with Japanese, English and Arabic fiction and non-fiction books.
- Teachers encourage students to read for pleasure. The school places much emphasis on providing students with specific times to practise their reading.
- The school has clear action plans to indicate how students will be constantly encouraged to improve their reading skills.
- Very good opportunities are provided in lessons for Arabic medium subjects, Japanese and English, for students to be involved in comprehension activities.
- The large majority of both Japanese and Emirati students speaking Japanese as an additional language demonstrate reading skills that are above curriculum expectations in Arabic, Japanese and English.
- The school carefully monitors the progress of all students in reading through its regular testing systems. During the on-going training sessions, school leaders guide teachers in how to continually encourage students with their reading.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	
	Progress	N/A	Good	Good	
Arabic (as a First Language)	Attainment	N/A	Acceptable	Acceptable	
	Progress	N/A	Acceptable	Acceptable	
Arabic (as an Additional Language)	Attainment	N/A	Good	Good	
	Progress	N/A	Good	Good	
Social Studies	Attainment	N/A	Good	Good	
	Progress	N/A	Good	Good	
English	Attainment	N/A	Very Good	Very Good	
	Progress	N/A	Very Good	Very Good	
Mathematics	Attainment	N/A	Very Good	Very Good	
	Progress	N/A	Very Good	Very Good	
Science	Attainment	N/A	Very Good	Very Good	
	Progress	N/A	Very Good	Very Good	
Language of instruction: Japanese	Attainment	N/A	Very Good	Very Good	
	Progress	N/A	Very Good	Very Good	
Other subjects (Art, Music, PE)	Attainment	Very Good	Very Good	Very Good	
	Progress	Very Good	Very Good	Very Good	
Learning Skills		Very Good	Very Good	Very Good	



Overall achievement

- Overall, the achievement of students is very good. In primary and middle phases, it is very good in English, mathematics, science, Japanese and other subjects. Achievement is good in Islamic Education, Arabic as an additional language and social studies. It is acceptable in Arabic as a first language.
- In the KG, children achieve very well in their personal, social and emotional development and areas of development prescribed by the curriculum standards for this age group.
- In line with inspection observations, results in termly tests aligned to Japanese national testing procedures show students from Grade 1 to 9 attaining very good levels in English, mathematics, science and Japanese. For these subjects, progress in lessons is very good.
- Internal test results show attainment as being outstanding in Islamic Education, Arabic as a first language, Arabic as a second language and social studies. These standards are not borne out in lessons observed.
- Almost all groups of students including students with SEN, G&T and Emirati students are making very good progress from their starting points.
- Students' learning skills are very good overall.

Subjects

- Students' achievement in **Islamic education** is good. The majority of students attain levels that are above the expected curriculum standards and they make good progress. They show good understanding of Islamic instructions and concepts. They recite prescribed Surah from the Holy Quran confidently following 'Tajweed' rules. By Grade 9; the majority of students confidently explain how to advise people properly about Islamic values and demonstrate a deep understanding. They successfully link their work to everyday life.
- Students' achievement in **Arabic as a First Language** is acceptable. Most students demonstrate skills in understanding, listening, reading and writing that are in line with grade-related expectations. Students understand spoken standard Arabic, and speak fluently in short conversations. Their extended speech is less well developed.
- Students' achievement in **Arabic as a Second Language** is good. The majority of students show skills in listening, reading and writing above expected standards and they make good progress. They can answer teachers' questions correctly and confidently.
- Students' achievement in **social studies** is good. The majority of students attain levels above curriculum standards and make good



progress. In lessons, students demonstrate good understanding of the geography of UAE and the importance of UAE values in their lives.

- Students' achievement in **English** is very good. A large majority of students attain above the curriculum standards in listening, understanding, reading and writing. Although they show a very good understanding, students do not always develop their speaking skills as widely as they could; for example, by making mini presentations.
- Overall students' achievement in **mathematics** is very good. The large majority of students in all grades achieve above age-related expectations. Students are very confident with high level mathematical skills and enjoy solving complex mathematical problems. Students show very good mental numeracy skills.
- Students' achievement in **science** is very good. The large majority of children work at levels above age related expectations and make very good progress. Students generally gain very good science investigation skills and learn to predict results.
- The achievement of students across the school in **Japanese (the language of instruction)** is very good. The large majority of both Japanese and Emirati students attain above the curriculum standards in listening, understanding, speaking, reading and writing. Although they show a very good understanding, students do not always develop their speaking skills as widely as they could.
- The achievement of students in **other subjects** is very good overall. Students work is outstanding in music and very good in physical education (PE) and art. The KG closely follows the Japanese national programme in which the focus is on personal, social and emotional development, and structured play activities centred on artwork, PE and other practical activities. In all of these areas, the children's achievement is very good with the large majority attaining above age-related expectations.

Learning skills

- Students' learning skills are very good overall. They often collaborate very well in the school's caring environment, enjoy their learning and work with full focus. They take a very good level of responsibility for their own learning. They demonstrate good critical thinking, problem-solving, research and innovation skills and they usually make very good connections between classwork and the real world. Students do not make as much use of technology in the classroom as they could.



Areas of Relative Strength:

- Achievement in English, mathematics, science, Japanese and other subjects.
- Students' ability to think critically and work with problem-solving tasks.
- Students' application and enjoyment in all the work they undertake and the links they make to real life situations.

Areas for Improvement:

- Achievement in Arabic as a first language.
- Students' ability to speak at length in Arabic, English and Japanese.
- Students' use of technology in the classrooms.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Very Good	Very Good	Very Good	

- Overall, students' personal and social development and their innovation skills are very good. Students have very positive attitudes and show much enthusiasm and enjoyment for learning. Their behaviour is outstanding and they show the utmost respect appreciation for their teachers and each other.
- Students have an excellent knowledge about making healthy and safe choices. Attendance at 98% is outstanding and students are always punctual to school in the mornings.
- Students demonstrate a clear understanding of Islamic values and how these apply in everyday life. They show a good understanding of UAE heritage and culture.



Their knowledge of Japanese culture is good, however there is a scope for more extensive involvement in UAE cultural events and better understanding of other cultures around the world.

- Through the activities such as the 'cleaning the school' times, students have a very good awareness of the need to look after the environment.
- Students demonstrate a very positive attitude to all work. Students strong learning skills contribute to their creatively and innovatively in lessons, through their homework and through the extra-curricular activities.

Areas of Relative Strength:

- Students' behaviour and relationships.
- Students' attendance and enjoyment of school.
- Students' positive attitudes to work and their innovation skills.

Areas for Improvement:

- More extensive involvement of students in UAE cultural events and their appreciation of other world cultures.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Very Good	Very Good	
Assessment	Very Good	Very Good	Very Good	

- Teaching and assessment are very good overall. Most teachers have very good subject knowledge and apply it effectively to support each individual student. They create a very welcoming learning environment. Teachers set high expectations, plan engaging lessons and use time effectively.
- Teachers have very positive interactions with students. This ensures that students become motivated and enthusiastic learners. Teachers make full use of the small class sizes to personalise work for students and meet their individual needs. Teachers develop students' critical thinking, problem-solving, innovation and independent learning very well. They do not always give students sufficient scope for speaking at length in Arabic medium, English and Japanese lessons.
- Internal assessment processes are coherent, consistent and systematic. Teachers keep very comprehensive daily records of students' individual progress. They use this information to plan appropriately challenging activities to meet the needs of all students. This is inconsistent in lessons in Arabic as a first language.
- Teaching assistants monitor students' progress very closely so that they can follow up on any perceived weaknesses during, before and after school booster lessons.

Areas of Relative Strength:

- Teachers' very good subject knowledge and creation of a very welcoming learning environment.
- Teachers' very positive interactions with students.
- The specific tailoring of work to match the needs of individual students.
- The role of teaching assistants in promoting students' progress.

Areas for Improvement:

- The provision of sufficiently challenging activities for students in lessons in Arabic as a first Language.
- Opportunities for students to expand their vocabulary and understanding through more extensive speaking opportunities in Arabic medium subjects, English and Japanese.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	
Curriculum adaptation	Very Good	Very Good	Very Good	
<ul style="list-style-type: none">The overall quality of the curriculum is very good. Systems for regularly reviewing the curriculum are very good. All teachers adapt their planning to meet the individual needs of students in lessons.The school's extensive programme of support sessions before and after school for Emirati students significantly improves students' achievement in Japanese.Opportunities for students to work in an innovative, creative and problem-solving approach are a regular feature of most lessons and particularly in mathematics and science. The school provides a variety of interesting, innovative and relevant activities for students to extend and their academic and personal development in clubs and extra-curricular activities.The school plans work and activities that help students make some effective links with UAE culture, but this is not sufficiently extensive.Provision for moral education is very good. It suitably incorporates all aspects of the UAE moral education syllabus. In lessons, students gain a very good knowledge and understanding about decision making and solving ethical problems. They gain a very good understanding of the importance of moral values in their daily lives and the wider world. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">The provision of extra support sessions for Emirati students.The adaptation of the curriculum to match the needs of individual students.The range of extra-curricular activities. <p>Areas for Improvement:</p> <ul style="list-style-type: none">The provision for integrating UAE traditions and culture into all aspects of the curriculum.				



Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	
Care and support	Very Good	Very Good	Very Good	
<ul style="list-style-type: none">The overall provision for the protection, care, guidance and support for students is outstanding.Highly effective procedure for child protection and keeping students safe are well understood by students, staff and parents.Students feel safe in the school at all times. The school frequently practices emergency evacuation drills. The school building is secure, well maintained and records are kept in an orderly manner. Thorough measures are in place to maximise the protection for students including, for example, very efficient arrangements for school transport.Staff fully understand their roles and responsibilities in ensuring that students are safe and follow healthy life style Teachers and teaching assistants have a very good rapport with students. Mutual respect, trust and confidence characterise interactions between staff and students. Behaviour management is defined clearly and wholly understood by the students, staff and parents. Promotion of attendance is outstanding with 98% recorded for the last year.School systems for identifying and supporting students with different needs is rigorous. Students are well supported in lessons and through additional sessions before and after school. Gifted and talented students have ample opportunities to follow their interests through the extra-curricular provision. There is a scope of more challenge for the more able in Arabic first language lessons.The academic and personal development of students is a focal point for the school. High quality advice and guidance result in actions that bring about improvements in students' performance. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">Provision for ensuring the students feel safe.Staff understanding of their roles in regard to protecting and supporting students.Behaviour and attendance management systems. <p>Areas for Improvement:</p> <ul style="list-style-type: none">Challenging opportunities for more able students in Arabic as a first language lessons.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good
<ul style="list-style-type: none">• The overall quality of leadership and management of the school is very good• The school's vision to continually improve students' achievement is very much embedded within the day to-day life of the school. Leaders are fully committed to promoting UAE priorities. Communications and relationships with all stakeholders are very effective.• School self-evaluation and improvement planning are very good. The school knows its own strengths and weaknesses very well and has very precise actions for future improvement. The monitoring of teaching and learning is regular, effective and ensures students' high achievement.• Partnership with parents and the community is very good. The Parent Teacher Association is a very active organisation raising funds for the school. Very good relationships flourish throughout the school community and all parents are kept very well informed. There are good links with local businesses and other schools. International links and partnerships are less well developed.• School governance is very good. Governors provide strong and very positive support for school leaders to help them promote the school's improvement programme.• The management of the school is very good. The operation of the school is very efficient. The principal and other senior staff are very successful in ensuring that the school runs as a very caring community. While classrooms are generally well-resourced, insufficient use is made of technology resources to enhance students' learning.• The school has good systems in place to ensure students are well-prepared for international assessments. Students work in preparation for TIMSS (Trends in International Mathematics and Science Study) is monitored effectively.	



Areas of Relative Strength:

- Relationships and communication systems throughout the school.
- The partnership with parents and the local community.
- The role of governors in supporting the school.

Areas for Improvement:

- The development of international partnerships.
- Insufficient use of technology resources.