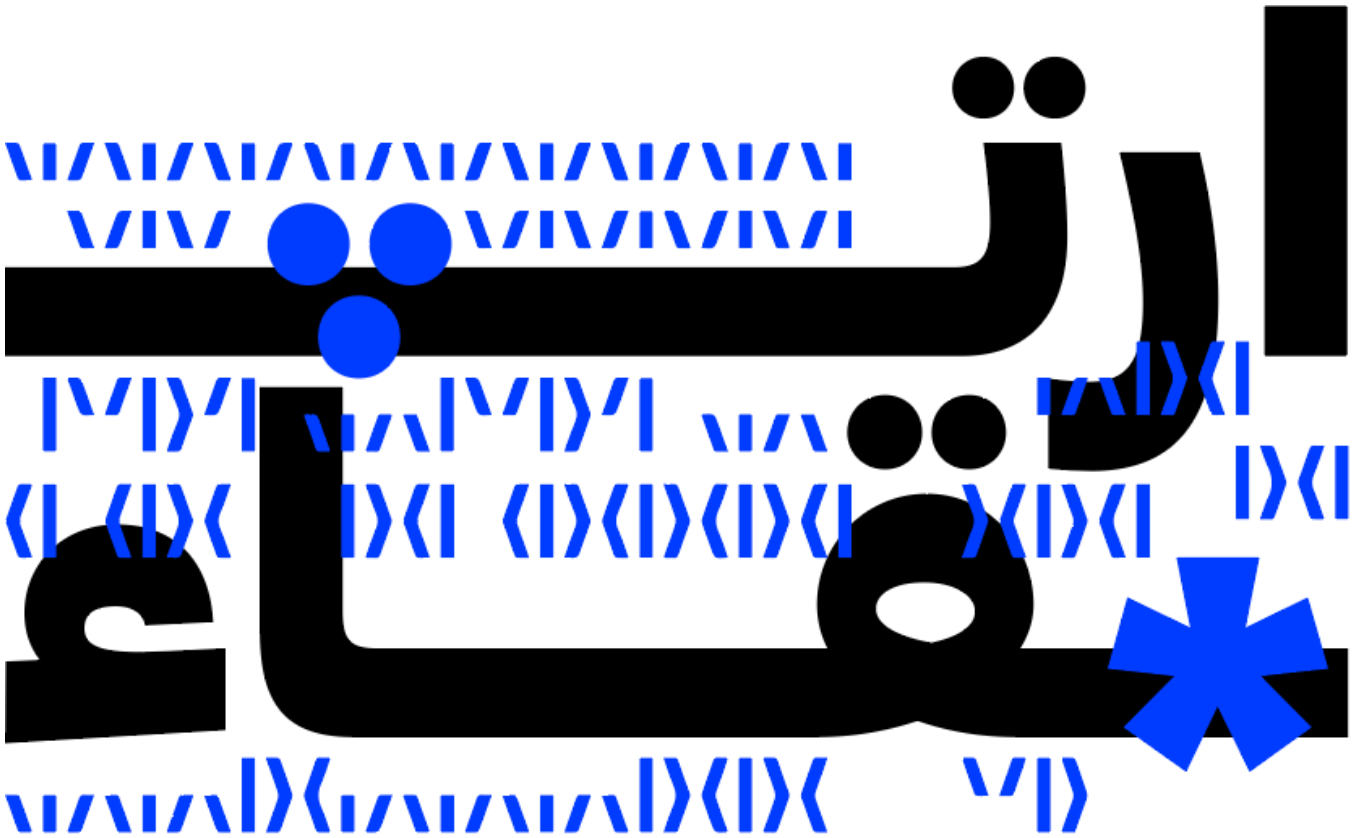
دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION AND KNOWLEDGE



Irtiqa'a School Inspection

AY 2025/26

Japanese School

Rating: Very Good

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School Information

General Information	
Name	Japanese School
Esis Number	9110
Location	9,Al Tawwash St,Al Bateen,Abu Dhabi 20016
Website	http://www.jsad.ae/
Telephone	024446104
Principal	Yukio Miyazaki
Inspection Dates	17 to 19 Nov 2025
Curriculum	Japanese

Information On Students	
Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	88
Number of Emirati students	36
Number of students of determination	0
Largest nationality group of students	Japan - UAE - USA

Information On Teachers	
Number of teaching assistants	2

Changes since the previous inspection

Since the previous inspection in 2023, the school has sustained its overall Very Good performance, despite unusually high staff turnover, including the departure of two vice principals, and ongoing changes in the Japanese students' population.

Overall achievement in Arabic-medium subjects remains steady across the phases and is judged Good overall. Achievement in Arabic as a First Language remains broadly consistent, with Acceptable attainment in phases 2 and 3, alongside Acceptable progress in Phase 2 and Good progress in Phase 3. The main change is a regression in Phase 2, where attainment in Arabic as a Second Language has declined from Good to Acceptable while remained the same as Good in Phase 3. Progress in phases 2 and 3 remains Good. Achievement in Islamic Education and Social Studies remains Good in both phases 2 and 3.

In English, students' attainment remained Good while students' progress has declined from Very Good to Good in Phase 2. In Phase 3, students' achievement has been sustained as Very Good. In the medium of instruction, Japanese, students demonstrate Very Good attainment and progress across all phases. Students communicate well in Phase 1 and share their ideas confidently in Phases 2 and 3. As they progress through the grades, students read fluently across hiragana, katakana, and kanji, and apply grammatical knowledge with increasing accuracy in structured writing tasks. This strong literacy foundation is reflected in mathematics and science, where students continue to demonstrate strong outcomes, with attainment and progress remaining Very Good across phases.

Students' learning skills remain a strength and sustain a Very Good judgement overall. Students demonstrate enthusiasm for learning, communicate their ideas clearly and confidently, and show increasing independence as they progress through the phases. The use of ICT has improved since the previous inspection, although it remains more consistently evident in Japanese-medium subjects than in Arabic-medium provision. Students' critical thinking, problem-solving, and enterprise skills are developing and provide a clear foundation for further improvement.

Performance Standard 2 (PS2), relating to students' personal and social development and innovation skills, was not inspected in the previous cycle. Students' personal development (PS 2.1) is judged Very Good, reflected in

positive attitudes to learning, respect for others, increasing independence, strong attendance (97%), and punctuality. Islamic values, Emirati and world cultures (PS 2.2) are judged Good. Students apply Islamic values respectfully and participate actively in UAE and Japanese cultural events, although their wider global awareness is not yet consistent. Social responsibility and innovation (PS 2.3) are also judged Good. Students contribute positively through the student council and prefect roles, maintain a clean and litter-free environment, and participate in sustainability activities; however, innovation and entrepreneurial skills remain limited, as students rarely initiate projects or make independent decisions.

Performance Standard 3, teaching for effective learning and assessment, has maintained a Very Good judgement, with strong practice evident across the school and some variation between subjects and phases. Teaching (PS 3.1) is particularly effective in Japanese-medium subjects, where lessons are well structured and engaging, supported by secure subject knowledge, positive relationships, and increasingly effective questioning; teaching in Arabic-medium subjects remains generally more textbook-led. Assessment (PS 3.2) has remained Very Good overall, with effective use of ongoing assessment and verbal feedback in Japanese-medium subjects.

Performance Standard 4, the curriculum, was not inspected in the previous cycle. Curriculum design and implementation (PS 4.1) is judged Very Good. The Japanese National Curriculum is carefully scaffolded, with clear progression, coherent sequencing, and regular review. Cross-curricular links are embedded effectively within Japanese-medium subjects and Arabic-medium subjects, although they are less consistently developed across streams. Curriculum adaptation (PS 4.2) is judged Good. Emirati learners benefit from timetable adjustments, NPO support, and enrichment activities that link Japanese and UAE traditions. However, extracurricular provision remains limited, and curriculum adaptation within Arabic-medium subjects is not yet sufficiently consistent to meet the needs of all groups of students.

The health and safety of students (PS 5.1) has regressed from Outstanding to Very Good. While safeguarding procedures remain rigorous, monitoring is variable. Aging facilities, overloaded electrical sockets, trailing cables, and damage to washroom fittings present risks to hygiene and safety. Oversight systems are not yet sufficiently robust to ensure full and consistent compliance with UAE and ADEK requirements. Care and support (PS 5.2) remain judged Very Good. Staff–student relationships are positive, attendance and punctuality are strong, and Emirati students receive effective guidance to support their transition to high school in Japan. However, processes for the early identification and systematic support of students with additional learning needs and gifted learners are not yet fully developed.

Leadership and management (PS6) continue to provide a clear vision and strategic direction, sustaining Very Good performance overall. The effectiveness of leadership (PS 6.1) remains Very Good. Leaders balance UAE priorities and Japanese MEXT requirements effectively, and staff morale is positive with a shared commitment to improvement. Self-evaluation and improvement planning (PS 6.2) have regressed from Very Good to Good. Departmental reviews, surveys, and internal discussions inform planning. However, monitoring relies heavily on walk-throughs and verbal feedback with insufficient rigour to secure consistent teaching quality across Arabic-medium subjects and English. Partnerships with parents (PS 6.3) and governance (PS 6.4) remain Very Good. Parental engagement is strong, communication is effective, and oversight is secure through regular reporting to the Japanese MEXT. Management (PS 6.5) is judged Good. Day-to-day operations are orderly, and staffing levels are appropriate. Aging facilities, limited site access, and uneven resourcing, particularly in science and Arabic- and English-language library provision, require improvement.

The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS

The school does not participate in any international assessments such as TIMSS, PISA, or PIRLS, and therefore has no externally benchmarked data to compare students' attainment or progress with international standards.

The school undertakes the Japanese National Assessment of Academic Ability in Grades 6 and 9.

Performance in standardized and international assessments

The following section focuses on the school's performance in standardized and international assessments.

Standardized Assessments

As a Japanese school, the school does not administer standardized assessments.

International Assessments: TIMSS, PISA, PIRLS

As a Japanese school, the school does not administer standardized assessments.

Reading

Leaders demonstrate a clear commitment to strengthening reading across the school, recognising it as a core element of learning within Japanese, English, and Arabic. Reading is strategically planned and securely embedded within the Japanese curriculum, where progression, monitoring, and classroom practice are coherent and effective. In English and Arabic, reading is promoted and supported, although provision is less systematically developed and would benefit from greater consistency across phases. The school's commitment to Kaizen underpins its approach to reading, with leaders recognising the need for a more balanced whole-school approach across all languages.

The school provides two age-appropriate libraries: a junior library that promotes reading for pleasure and a senior library that supports research and extended reading. Both spaces are welcoming and organised to encourage engagement. Students access the libraries during recess and for research activities, supporting inquiry-based learning. Japanese reading resources are extensive and well-matched to curriculum requirements, while English and Arabic collections are more limited, particularly Arabic titles. Classroom reading corners, displays, and some digital tools support reading, although library systems remain largely manual and digitisation is at an early stage.

Reading skills are developed across subjects, particularly in Japanese, where phonics, comprehension, and vocabulary related to texts are taught systematically. Students demonstrate secure reading skills, including inference and text analysis, especially in the upper phases. In English, reading remains more workbook-based, with limited differentiation, while Arabic reading is largely confined to textbook texts. Higher-order reading skills are not yet developed consistently in English and Arabic. Teachers monitor reading progress through internal assessments and verbal feedback, and students are increasingly involved in setting personal reading goals. External reading benchmarks, diagnostic reading tools, and coordinated interventions for weaker readers are not yet used consistently across phases.

Professional development builds teacher capacity in Japanese literacy, with ICT and AI workshops supporting innovation. Training in English and Arabic reading strategies, however, is less evident, and opportunities exist to strengthen guided reading, comprehension techniques, and targeted interventions.

Parents are actively engaged in supporting reading through storytelling sessions, literacy festivals, reading logs, and mileage award initiatives. Parents value these opportunities and contribute positively to reading activities within the school. They have expressed a desire for more practical guidance to support reading at home, particularly in Arabic, and would welcome clearer and more regular communication about reading expectations and progress. Expanding bilingual resources, book fairs, and parent workshops would further empower families as first teachers.

While Japanese reading provision is strong, English and Arabic literacy require a more strategic, resourced, and inclusive approach, with leadership, teacher training, and parental capacity building identified as key opportunities for development.

Strengths of the school

- Students' learning skills and enthusiasm for learning across all phases.
- High-quality teaching for effective learning and assessment, particularly in Japanese- and English-medium subjects.
- The coherent and well-sequenced curriculum, aligned with the Japanese National Curriculum and meeting UAE requirements, prepares students effectively for progression and transition to Japanese high schools.
- Authentic Japanese education enriched through strong Japan–UAE partnerships develop confident, independent learners with secure Japanese language skills, intercultural understanding, and global awareness.

Key Recommendations

1. Raise students' attainment and progress so outcomes are consistently Very Good or better across all core subjects and phases by:

- Strengthening attainment and progress in Arabic-medium subjects and English, ensuring expectations are consistently aligned with curriculum standards, and students produce stronger extended responses.
- Establishing a coherent whole-school literacy strategy that balances Japanese, English, and Arabic provision and systematically develops reading and writing across phases and subjects.
- Refining differentiation and targeted support so Emirati students, higher attainers, and students with additional learning needs make accelerated and sustained progress, with more consistent application of critical thinking and problem-solving skills.

2. Improve curriculum adaptation, teaching, and assessment so practice is consistently secure and responsive across subjects and phases by:

- Increasing challenge and adaptation within lessons, particularly in Arabic-medium subjects, so learning tasks are consistently well matched to students' needs and abilities.
- Strengthening assessment use and follow-up so information informs in-class adaptation, intervention, and extension with greater consistency across curricula.
- Developing more systematic cross-curricular links and applied learning opportunities to support transfer of learning between Japanese- and Arabic-medium subjects.

3. Further strengthen leadership, governance, and self-evaluation to secure sustained improvement by:

- Developing a fully integrated self-evaluation cycle that triangulates evidence from monitoring, assessment data, surveys, and curriculum review to sharpen evaluative judgement.
- Refining school improvement planning so actions are consistently framed as SMART, with clear success criteria, timelines, and delegated accountability to enable rigorous evaluation of impact.
- Enhancing governance oversight through more analytical monitoring of improvement priorities, including follow-up against ADEK and MEXT requirements and the effective use of digital systems to track progress.

Overall School Performance: Very Good

PS1: Students' achievements					
Subject		**KG**	**Cycle 1**	**Cycle 2**	**Cycle 3**
Islamic Education	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
Arabic as a first language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Good	Not Applicable
Arabic as a second language	Attainment	Not Applicable	Acceptable ↓	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
UAE Social Studies	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
English	Attainment	Not Applicable	Good	Very Good	Not Applicable
	Progress	Not Applicable	Good ↓	Very Good	Not Applicable
Mathematics	Attainment	Very Good	Very Good	Very Good	Not Applicable
	Progress	Very Good	Very Good	Very Good	Not Applicable
Science	Attainment	Very Good	Very Good	Very Good	Not Applicable
	Progress	Very Good	Very Good	Very Good	Not Applicable
Instructional Language	Attainment	Very Good	Very Good	Very Good	Not Applicable
	Progress	Very Good	Very Good	Very Good	Not Applicable

Learning Skills	Very Good	Very Good	Very Good	Not Applicable

PS2: Students' personal and social development, and their innovation skills				
	KG	**Cycle 1**	**Cycle 2**	**Cycle 3**
Personal Development	Very Good	Very Good	Very Good	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Not Applicable
Social responsibility and innovation skills	Good	Good	Good	Not Applicable

PS3: Teaching and Assessment				
	KG	**Cycle 1**	**Cycle 2**	**Cycle 3**
Teaching for effective learning	Very Good	Very Good	Very Good	Not Applicable
Assessment	Very Good	Very Good	Very Good	Not Applicable

PS4: Curriculum				
	KG	**Cycle 1**	**Cycle 2**	**Cycle 3**
Curriculum design and implementation	Very Good	Very Good	Very Good	Not Applicable
Curriculum adaptation	Good	Good	Good	Not Applicable

PS5: The protection, care, guidance and support of students				
	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good ↓	Very Good ↓	Very Good ↓	Not Applicable
Care and support	Very Good	Very Good	Very Good	Not Applicable

PS6: Leadership and Management	
The effectiveness of leadership	Very Good
School self-evaluation and improvement planning	Good ↓
Parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Good

Inspection findings

PS1: Students' achievements

Islamic Education

A number of areas are evaluated by inspectors when evaluating students' attainment and progress in Islamic Education. These include the following:

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2023/24 against the Ministry of Education (MoE) curriculum standards for Islamic education indicates that most students in phases 2 and 3 attain levels that are above expectations.
- The school has no external national or international assessments for Islamic Education in phases 2 and 3.
- In lessons and recent work, the majority of students attain levels that are above curriculum standards in their knowledge and understanding of Islamic faith, principles, values, and etiquette, including manners learned from Noble Hadeeth. In Phase 2, students demonstrate an understanding of Islamic values and basic acts of worship. Students develop their understanding of Islamic values by identifying examples of tolerance in selected Surahs of the Holy Qur'an and Noble Hadith. Students' ability to connect the values from the Seerah of the Prophet (PBUH) to real-life contexts or reflect on and apply lessons from the Seerah to their daily lives is less developed. In Phase 3, students have a strong understanding of Islamic values and morals, especially regarding the provisions and purposes of Islam. They understand the importance of social concepts such as maintaining relations and family ties and honouring parents. However, they are less confident in supporting their responses with references from Qur'an and Hadeeth. Opportunities for reciting and memorizing Qur'an and Hadith in lessons remain limited across the phases.
- Over the past three years, the school's internal assessment data has consistently shown Outstanding attainment across phases 2 and 3 in the Islamic Education.
- The school's analysis of internal assessment for the AY2023/24 data indicates that less than three-quarters of students in phase 2 and only a few students in Phase 3 make the expected progress, in relation to their starting points and the appropriate learning objectives aligned with the curriculum standards.
- In lessons and in their recent work, the majority of students in phases 2 and 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards.
- The school analyses assessment data to monitor the progress of different student groups, including students of determination, and high, gifted, and talented students. The internal progress analysis indicates that boys, girls, Emirati, and high attaining students make Weak progress in Phase 2. In Phase 3, progress of

boys is Weak while the progress of girls, Emirati, and high attaining students is Very Weak. The school has not identified low-attaining students in either phase. Similarly, the school has not identified any students with additional learning needs or any gifted and talented students across both phases.

Next Steps:

1. Improve the recitation skills of students by enhancing the integration of Qur'an and Hadeeth recitation in lessons.

2. Strengthen students' application of Tajweed rules in Surah recitation through structured, teacher-led practice, particularly in Phase 3.

3. Improve students' understanding of Qur'an and Hadeeth vocabulary by using Qur'an dictionaries and Tafsir resources

Arabic as a first language

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in Arabic language. These include the following:



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Good	Not Applicable

Findings:

- The school's analysis of internal assessment attainment data for the AY2023/24 measured against the MOE curriculum standards for Arabic as a First Language indicates that most students, in phases 2 and 3, attain levels above the curriculum standards.
- The school has no external, national or international assessments for Arabic as a First language.
- In lessons and recent work, most students demonstrate listening and comprehension skills that are in line with curriculum standards. In Phase 2, students show adequate listening-for-comprehension skills and can infer key ideas and specific information from texts. They retell stories and identify elements of a story. Students, particularly in upper Phase 2 and throughout Phase 3, understand grade-level grammar, including regular plurals, adverbial phrases, and nominal sentences. While students across both phases actively participate in brief discussions and express their ideas, they primarily use colloquial Arabic rather than Standard Arabic. Most Phase 3 students interpret simple literary and identify main messages or themes. Across both phases, students demonstrate appropriate listening and speaking skills. However, their reading and writing remain areas for further development, with many students finding it difficult to produce extended written work that clearly conveys and supports their ideas.
- Over the past three years, the school's internal assessment data has consistently shown Outstanding attainment across phases 2 and 3.
- The school's analysis of internal progress assessment data for the AY2024/25 indicates that most students in phases 2 and 3 make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and in their recent work, most students in Phase 2 make the expected progress, and a majority make above the expected progress in Phase 3 in relation to learning objectives that are aligned with curriculum standards.

- The school analyses assessment data to monitor the progress of different student groups, including students of determination, and high, gifted, and talented students. The internal progress analysis indicates that boys, girls and Emirati students make Outstanding progress in phases 2 and 3. The school has not identified low-attaining students in either phase. High-attaining students make Weak progress in Phase 2 and Outstanding progress in Phase 3. The school has not identified any students with additional learning needs or any gifted and talented students across both phases.

Next Steps:

1. Improve students' speaking skills by increasing opportunities for structured discussions and promoting the consistent use of Standard Arabic and acquired vocabulary in their daily communication.

2. Further develop students' reading skills across the phases, and increase opportunities for regular practice to enhance fluency, comprehension, and inference.

3. Enhance writing proficiency across all phases and provide more structured opportunities to use familiar vocabulary, develop coherent ideas, and improve accuracy in extended writing.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Acceptable ↓	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable

Findings:

- The school's internal assessment data for Arabic as a Second Language indicates that most students in phases 2 and 3 attain levels above the curriculum standards.
- The school has no external, national, or international assessments for Arabic as a Second language.
- In lessons and recent work, most students across Phase 2 demonstrate listening, understanding skills that are in line with curriculum standards. A few students, particularly those who have recently joined the school, struggle to understand spoken or written content. In Phase 2, students continue to develop phonics skills and can read short sentences and sight words, sharing ideas using familiar vocabulary learned in lessons. In Phase 3, students make clear gains, forming short sentences that identify verbs, and simple tenses, and third-person pronouns when talking about their hobbies and interests. They also demonstrate confidence in translating words into Japanese. Reading skills are still developing, with most students able to read simple words and short phrases only. Across both phases, vocabulary acquisition remains limited, affecting students' full understanding of spoken language. Writing skills are at an early stage, with frequent spelling and grammar mistakes; written work is mainly limited to filling in blanks or writing single vocabulary words.
- As internal assessment data for Arabic as a Second Language was not available for review, a three-year analysis of attainment trends could not be conducted.
- The school's internal assessment data for Arabic as a Second Language indicates that most students in phases 2 and 3 make better than the expected progress over time against the curriculum standards.
- In lessons and in their recent work, the majority of students in phases 2 and 3 make better than the expected progress in relation to learning objectives aligned with curriculum standards.
- There school did not provide data of the progress of the specific groups, including boys, girls, Emirati students, high attainers, and students with additional learning needs, as well as those who are gifted and talented

Next Steps:

1. Improve students' vocabulary acquisition and usage by embedding new words in daily conversations and providing consistent opportunities for accurate, confident speaking across the school.
2. Develop reading fluency and comprehension through regular practice supported by audio models, with a clear focus on accurate pronunciation and understanding of texts.
3. Enhance writing skills through structured, extended writing tasks—such as daily journals—to improve grammar, spelling, punctuation, and coherent sentence structure.

UAE Social Studies

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in social studies. These include the following:

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable

Findings:

- The school's analysis of internal assessment attainment data for the AY2024/25 measured against the MOE curriculum standards for Social studies indicates that most students in phases 2 and 3 attain levels above the curriculum standards.
- The school has no external, national or international assessments for Social Studies in either phase.
- In lessons and in their recent work, the majority of students in phases 2 and 3 demonstrate knowledge and understanding that are above curriculum standards for Social Studies, including national identity, key historical and contemporary figures in the UAE, as well as basic economic principles and Earth sciences. In Phase 2, students discuss the UAE's history and modern-day achievements. Students identify the role of the founding fathers and current leaders in shaping the nation's development and its progress across social, economic, and cultural fields. Students in Phase 3 explain issues related to regional and global challenges, including food security, environmental sustainability, and economic development. They also describe the UAE's efforts in sustainability and environmental awareness, identifying the initiatives the country adopts to address and overcome desertification. However, students' independent research and critical thinking skills to propose innovative solutions to challenges such as food security are still developing.
- Over the past three years, the school's internal assessment data has consistently shown Outstanding attainment across phases 2 and 3.
- The school's analysis of internal progress assessment data for the AY2024/25 indicates that most students in Phase 2 make better than the expected progress, while the large majority of students in Phase 3 make better than expected progress in relation to their starting points and curriculum standards.
- In lessons and in their recent work, the majority of students in phases 2 and 3 make better than expected progress in relation to learning objectives aligned with curriculum standards.
- The school analyses assessment data to monitor the progress of different student groups, including students of determination, and high, gifted, and talented students. The internal progress analysis shows that boys make Outstanding progress in phases 2 and 3, while girls make Outstanding progress in Phase 2 and Weak progress in Phase 3. Emirati students make Outstanding progress in Phase 2 and Very Good progress in Phase 3. High-attaining students make Outstanding progress in both phases. However, the school has not identified any low-attaining students, students with additional learning needs, or any gifted and talented students across both phases.

Next Steps:

1. Deepen students' understanding of environmental and geographical concepts, particularly how

sustainability and desertification impact the UAE and the wider region.

2. Strengthen students' ability to explain regional and global challenges, such as food security and environmental change, with greater clarity and independence.

3. Enhance critical-thinking and inquiry skills by providing more opportunities for independent research and solution-focused activities related to real-world issues.

English

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in English language. These include the following:

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Not Applicable	Good	Very Good	Not Applicable
	Progress	Not Applicable	Good ↓	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Japanese curriculum for English indicates that Most students in phases 2 and 3 demonstrate levels of knowledge and skills above curriculum standards. There is no assessment data for Phase 1.

- Students in Phase 3 sit for NCS standardized Assessments. Results of this assessment in English for AY2923/24 for both attainment and progress indicate that most students attain above curriculum levels. The school does not participate in any international benchmarking assessments.

- In lessons, the majority of students in Phase 2 and the large majority of students in Phase 3 demonstrate attainment that is above curriculum standards. Phase 2 students show secure knowledge of basic vocabulary, follow simple instructions accurately, and complete workbook tasks successfully, applying familiar language in supported activities. They construct short words and simple sentences, but their use of English is not yet consistently secure in extended spoken responses or independent writing. In Phase 3, students infer meaning confidently, identify key ideas in texts, and write short responses with increasing accuracy and clarity. Students communicate ideas clearly in familiar contexts, and while most participate effectively in classroom discussion, opportunities to sustain longer spoken exchanges and produce more extended analytical writing would further enhance the attainment of higher-level language skills.

- Over the past three years, the school's internal assessment data indicates that trends in attainment are Outstanding in phases 2 and 3.

- The school's analysis of internal assessment data for the AY2024/25 indicates that less than three quarter of students in Phase 2 make expected progress. In Phase 3, most students make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.

- In lessons and in their recent work, the majority of students in Phase 2 make better than expected progress, and a large majority in Phase 3 make better than expected progress in relation to learning objectives that are aligned with curriculum standards

- The school's analysis of internal assessment progress data indicates that boys make Weak progress in Phase 2 and Very Good progress in Phase 3. Girls, make Outstanding progress in phases 2 and 3. Emirati students and high attainers make Weak progress in Phase 2 and Outstanding progress in Phase 3. No data was made available for Low attainers and gifted and talented. In lessons, boys and girls make similar progress, however higher abilities do not make the progress they are capable of because they are not challenged, particularly in Phase 2.

Next Steps:

1. Improve students speaking skills, particularly in Phase 2, by ensuring regular exposure to spoken English.
2. Increase the challenge for higher-attaining and fluent English-speaking students, particularly in Phase 2.
3. Improve writing skills across both phases by expanding structured opportunities to improve students' extended writing.

Mathematics

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Very Good	Very Good	Very Good	Not Applicable
	Progress	Very Good	Very Good	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY2024/25 against the Japanese curriculum for mathematics indicates that most students in phases 2 and 3 demonstrate levels of knowledge and skills above curriculum standards. There is no assessment data for Phase 1 where students' curiosity and communication are fostered through play and exploration.

- Students in Phase 3 sit for NCS standardized Assessments. Results of these assessments in mathematics indicate that less than quarter of students attain within curriculum standards or make the expected progress. The school does not participate in any international benchmarking assessments.

- In lessons and in their recent work, a large majority of students across all phases demonstrate knowledge, skills and understanding that is above curriculum standards in mathematics. In Phase 1, students confidently recognise numbers, count objects accurately, and use appropriate early mathematical vocabulary to describe quantity and position. Most apply these skills confidently in practical activities, with a small minority requiring additional support when working with larger number sets. In Phase 2, students apply number operations confidently, recall key facts fluently, identify and describe shapes accurately, and solve structured and multi-step problems with increasing independence. They demonstrate strong mathematical understanding in familiar contexts, and further opportunities to apply reasoning to more complex or unfamiliar situations would strengthen the depth of learning. In Phase 3, students work accurately and confidently with algebraic expressions, graphs, quadratic functions, data handling, and probability. They apply methods precisely and communicate solutions clearly, and increasing opportunities for independent application to open-ended, real-life problems and for explaining more complex reasoning in greater depth would further extend attainment at the highest levels.

- Over the past three years, the school's internal assessment data indicate that trends in attainment are Outstanding in phases 2 and 3.

- The school's analysis of internal assessment data for the AY2024/25 indicates that the majority of students in Phase 2 and most in Phase 3 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.

- In lessons, a large majority of students in all phases make better than expected progress in relation to learning objectives aligned with the Japanese National Curriculum.

- The school's analysis of internal assessment progress data indicates that boys make Good progress in Phase 2 and Outstanding progress in Phase 3. Girls, make Very Good progress in phases 2 and 3. However, Emirati students make Acceptable progress in Phase 2 and Good progress in Phase 3, while higher attainers make Outstanding progress in phases 2 and 3. No data was made available for Low attainers and gifted and talented. In lessons, girls generally make better progress than boys. However, higher abilities do not make the progress they are capable of because they are not challenged. Emirati students make better-than-

expected progress in Phase 3 because of the support from NOP teachers.

Next Steps:

1. Strengthen students' confidence and accuracy with numbers in Phase 1.

2. Increase challenge for higher-attaining students across all phases to improve reasoning, deepen understanding, and close gaps in complex problem-solving.

3. Enhance targeted support for lower performing groups in Phase 2 to improve progress and reduce variation between student groups.

Science

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in science. These include the following:

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Very Good	Very Good	Very Good	Not Applicable
	Progress	Very Good	Very Good	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the Japanese National Curriculum for science indicates that most students in Phase 2 and a large majority in Phase 3 demonstrate levels of scientific knowledge, skills, and understanding above the curriculum standards. There is no attainment data for Phase 1, where students' curiosity and communication are fostered through play and exploration.

- Students in Phase 3 sit for NCS standardized Assessments. Results of these assessments in science indicate that less than quarter of students attain within curriculum standards or make the expected progress. The school does not participate in any international benchmarking assessments.

- In lessons, a large majority of students across all phases demonstrate scientific knowledge, skills, and understanding above curriculum standards. In Phase 1, students show curiosity and strong observational skills, identifying features of animals such as owls and comparing sunny days with foggy weather. They strengthen these skills through creative model-making, asking questions, and communicating ideas; a few require support to express their learning using age-appropriate language. In Phase 2, students build securely on prior learning and apply enquiry skills in structured contexts. They conduct simple investigations, such as using a pencil to predict shadow placement at different times of day and planning out how seedlings grow under varying conditions. They record findings using labelled diagrams and tables and begin to use technical vocabulary. Their ability to handle equipment independently or present findings orally is developing inconsistently. In Phase 3, students apply mathematical knowledge to science, interpret data, and conduct structured investigations with increasing accuracy. They show strong conceptual understanding, particularly in astronomy and optics, and can critically reflect on their own achievements, identifying areas of weakness to set personal goals. However, practical work remains largely teacher-led, and students are not yet confident in designing their own investigations or applying their scientific understanding to solve open-ended problems based on their own ideas.

- Over the past three years, the school's internal assessment data indicate that trends in attainment are consistently Outstanding in Phase 2, but in Phase 3, there is a declining trend, from Outstanding in both AY2022/23 and AY2023/24 to Very Good in AY2024/25.

- The school's analysis of internal assessment data for AY2024/25 indicates that a large majority of students in Phase 2, and a majority in Phase 3, make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards.

- In lessons and in their recent work, a large majority of students in phases 1, 2 and 3 make above expected progress in relation to lesson objectives aligned with the Japanese National Curriculum.

- The school's analysis of internal assessment progress data in science indicates that, in Phase 2 progress is

more variable: girls make Very Good progress, while boys and Emirati students make Weak progress. In Phase 3, both boys and girls make Good progress overall while Emirati students make Acceptable progress. Higher-attaining students make Outstanding progress in Phases 2 and 3. No internal assessment data were made available for low-attaining students or for those identified as gifted and talented. However, higher-attaining students do not always make the progress which they are capable of, as they are not consistently challenged to apply scientific knowledge, enquiry skills, and reasoning beyond textbook-based activities.

Next Steps:

1. Strengthen students' ability to design and conduct independent investigations, particularly in Phase 3, through increased opportunities to solve open-ended problems using their own ideas.

2. Extend students' inquiry skills from structured observation to purposeful investigation, building on their curiosity in Phase 1 and developing their capacity to ask questions, test hypotheses, and explore scientific problems in Phase 2.

3. Develop students' use of technical scientific vocabulary to enable accurate explanation of observations, conclusions, and scientific processes in alignment with the scientific method.

Instructional Language

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:



Speaking

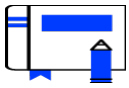


Listening





Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Instructional Language	Attainment	Very Good	Very Good	Very Good	Not Applicable
	Progress	Very Good	Very Good	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for AY2024/25 against the Japanese National Curriculum for Japanese language indicates that most students in Phase 2 and a large majority in Phase 3 demonstrate listening, speaking, reading, and writing skills above curriculum standards. There is no formal attainment data for Phase 1, where play-based exploration enables students to develop foundational literacy and communication skills in line with early childhood expectations.

- Students in Phase 3 sit for NCS standardized Assessments. Results of these assessment in Japanese indicate that less than quarter of students attain within curriculum standards while most students make the expected progress.

- In lessons and in their recent work, a large majority of students across all phases demonstrate Japanese language skills above curriculum standards. In Phase 1, students show strong listening and speaking skills, enjoy stories, and begin to use early vocabulary. In Phase 2, students build securely on prior learning, applying hiragana and katakana knowledge to structured writing tasks with increasing precision and accuracy. As they move up the grades, students demonstrate increasing fluency and confidence in reading across all three scripts: hiragana, katakana, and kanji. In Phase 2, they apply their growing knowledge of kana to decode familiar texts and begin to read aloud with accuracy and expression. By Phase 3, students engage with a wider range of literary and informational texts, showing the ability to interpret meaning, identify stylistic features, and respond with empathy and insight. They analyse character motivations, infer meaning from context, and explore authorial intent. Reading tasks also support cross-curricular learning, with students drawing on their reading skills to access content in other subjects. Creativity is evident in their responses to seasonal poetry, while digital presentations and reflective journals demonstrate their ability to synthesise information from multiple sources. In Phase 3, students apply grammatical knowledge to structured writing, interpret texts, and conduct expressive tasks such as haiku and personal reflections. They show strong conceptual understanding, particularly in paragraphing, punctuation, and thematic composition. While students can write more extensively, writing tasks remain largely teacher-directed, and students are not yet fully confident in structuring compositions to develop an argument or theme. Students are beginning to explore a broader range of genres, including reflective writing and creative tasks such as haiku. However, they require further support to use their own ideas confidently and to structure compositions independently across genres, including age-appropriate scientific reports. While students engage in expressive tasks such as storytelling and personal reflections, opportunities for structured oral presentations and peer discussion are limited. Emirati learners benefit from targeted support to build fluency and confidence in spoken Japanese.

- Over the past three years, the school's internal assessment data indicate that trends in attainment are consistently Outstanding in Phase 2, but in Phase 3, there is a declining trajectory, from Outstanding in both AY2022/23 and AY2023/24 to Very Good in AY2024/25.

- The school's analysis of internal assessment data for AY2024/25 indicates that a majority of students in Phase 2 make better than expected progress over time from their starting points at the beginning of the academic year and against curriculum standards. However, in Phase 3, most students make only expected progress.

- In lessons and in their recent work, a large majority of students in Phases 1, 2, and 3 make above expected progress in relation to lesson objectives aligned with the Japanese National Curriculum.

- The school's analysis of internal assessment progress data indicates that there is little pattern in the progress made by identified groups. While boys make Good progress, the girls make Acceptable progress in Phase 2. In Phase 3, girls' progress improves to Good, while boys make only Acceptable progress. Emirati students make Weak progress in Phase 2, but their progress improves in Phase 3 to become Acceptable. Higher attainers make Outstanding progress in Phase 3, but Weak progress in Phase 2. No data was made available for low attainers or gifted and talented students. In lessons, girls generally make better progress than boys due to stronger literacy and self-discipline. However, higher-attaining students do not always make the progress they are capable of because they are not consistently challenged to go beyond the textbooks.

Next Steps:

1. Strengthen students' ability to interpret and analyse a wider range of literary and informational texts, including identifying authorial intent, stylistic features, and thematic connections, especially in Phase 3.

2. Develop students' confidence in structuring extended compositions that express original ideas and arguments across genres, including age-appropriate scientific reports and reflective writing in phases 2 and 3.

3. Enhance students' fluency and confidence in structured oral presentations and discussions by embedding opportunities for debate, storytelling, and peer feedback, particularly for Emirati learners in Phase 2

Learning Skills

Students learning skills and the impact on academic achievements are evaluated across all phases. Points taken into consideration when evaluating expected learning skills in all phases are as follows:

- Engagement and the responsibility students take, for leading their own learning.
- Interactions and collaboration with others to achieve shared learning goals.
- Successfully connect learning to other subjects and real life as global citizens.

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Very Good	Very Good	Very Good	Not Applicable

Findings:

- Students are keen, motivated, and demonstrate genuine interest in their learning, actively participating in lessons, particularly when activities are engaging. They increasingly take ownership of their learning. In Phase 1, students independently access materials for class activities and tidy up afterwards. In Phase 2, students demonstrate high levels of responsibility. In Phase 3, students show strong resilience as most students work confidently, but a small minority would benefit from greater independence when completing tasks.

- Students interact and collaborate effectively and with purpose. They actively share ideas and communicate their learning clearly to peers, and discussions are constructive. They often draw on personal experiences and engage in sustained discussions, particularly when responding to teacher prompts. Collaboration is especially strong in English and mathematics and continues to develop positively in Arabic-medium subjects and science. Students engage in purposeful dialogue and provide meaningful peer support.

- Students across all phases make meaningful connections between subjects, real-life contexts, and the UAE, which enhances their understanding of the world. They frequently relate new learning to personal real-life experiences. Students are encouraged to apply their learning to practical situations and local contexts.

- Students demonstrate enterprise and the ability to find things out independently. Students use technology to support learning, and while its use in Arabic, such as accessing quizzes, is more evident in some lessons in Phase 3, it is consistently embedded in Japanese-medium subjects. This enables students to work independently, think critically, and solve problems using tools such as Google Classroom. Across phases, students show initiative and engage positively in problem-solving activities. Expanding opportunities for innovation, particularly in Phase 2, would further strengthen independent and creative thinking. Critical-thinking tasks are well developed in Japanese-medium subjects and are developing positively across other subjects and phases.

Next Steps:

1. Extend students' critical-thinking and problem-solving skills by increasing opportunities to apply these confidently in meaningful, real-life, and open-ended learning contexts.

2. Further strengthen students' creativity, innovation, and inquiry-based learning so they investigate ideas independently and apply these skills consistently across subjects.

3. Increase opportunities for students to take greater ownership of their learning by gradually reducing reliance on teacher guidance and promoting self-directed learning habits across all phases.

PS2: Students' personal and social development, and their innovation skills

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Not Applicable

Findings:

- Students across the school demonstrate positive and responsible attitudes towards learning and value the feedback they receive from their teachers. As students progress through phases, they show increasing enthusiasm and engagement in lessons, becoming more self-reliant and taking greater ownership of their learning through more independent work.
- Students are frequently self-disciplined and respond well to others. Students across the school demonstrate respectful behaviour, show courtesy towards others, and follow teachers' instructions and classroom routines. Across the school, behaviour is consistently positive. Students generally maintain respectful attitudes towards adults and peers, and respond appropriately to challenging situations. Incidents of bullying are very rare.
- Students are sensitive to the needs and differences of others. Respectful and considerate relationships between students and teachers foster a supportive environment in which students develop empathy for one another. Students understand and value individual differences and consistently demonstrate kindness and helpfulness towards their peers during lessons and throughout the school day.
- Students demonstrate a secure understanding of healthy living and participate actively in physical activities during PE lessons. They recognise the importance of healthy eating and make appropriate choices regarding their own health and safety. Across school, students follow established daily routines, such as brushing their teeth and washing their hands after meals, in an orderly and responsible manner.
- Attendance is Very Good in phases 2 and 3, averaging 97%, and Good in Phase 1 at around 93%. Overall, students understand the importance of regular attendance and usually arrive at school and to lessons on time.

Next Steps:

1. Further strengthen students' independence and ownership of learning by increasing opportunities for self-reflection and self-assessment, particularly in Phase 2.
2. Continue to promote positive behaviour and respectful relationships by providing structured opportunities for students to take leadership roles and support their peers.
3. Improve attendance in Phase 1 by working closely with parents to reinforce the importance of regular attendance and to minimise avoidable absences.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Not Applicable

Findings:

- Students across the school demonstrate a clear appreciation and understanding of how Islamic values influence contemporary UAE society. This is reflected in their consistently courteous behaviour, respectful greetings, and positive interactions in daily routines. Students recognise how these values shape attitudes, relationships, and community life in the UAE. They engage positively with key Islamic occasions, such Ramadan and the celebrations of Eid Al Fitr and Eid Al Adha, particularly through Islamic Education lessons. Extending these experiences further through whole-school events would strengthen shared understanding and collective participation.

- Students across the school demonstrate secure knowledge of UAE heritage and culture, which is evident in their active participation in national events and initiatives such as National Day and Flag Day. These celebrations support students' growing awareness of the UAE's identity, values, and traditions. While students continue to develop their understanding positively, opportunities remain to deepen their knowledge of specific cultural traditions and to further explore the multicultural nature of contemporary UAE society.

- Students demonstrate pride in their Japanese culture and describe their traditions and rituals confidently during social celebrations. They show an emerging awareness of cultural diversity and occasionally make simple comparisons related to dress, food, and traditions, for example, during activities linked to the Abu Dhabi Festival. Participation in school activities that promote understanding of a wider range of global cultures, such as the International Day of Peace, is more limited. While students' awareness of global cultures is developing, greater consistency would further strengthen their understanding of international perspectives.

Next Steps:

1. Extend students' understanding of how Islamic values influence contemporary UAE society by providing more whole-school opportunities to explore and celebrate key Islamic occasions and their relevance to daily life.

2. Deepen students' knowledge of UAE heritage and culture by strengthening learning about specific traditions and by further highlighting the multicultural nature of modern UAE society across subjects and school activities.

3. Broaden students' awareness of global cultures by increasing participation in structured activities and events that promote intercultural understanding, comparison, and respect for international perspectives.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good	Good	Not Applicable

Findings:

- Students demonstrate a secure understanding of their responsibilities within the school community and engage positively in activities that benefit both the school and the local community. They take on leadership roles through the student council and contribute responsibly to school life by supporting routines during breaks, assemblies, and celebrations. Students across the school also participate in a range of curriculum-linked visits and civic activities, such as visits to the post office, Civil Defence, and well-known attractions in Abu Dhabi, which enhance their awareness of community roles and services. Opportunities for students to extend this involvement through more independent or voluntary roles beyond structured activities would further strengthen initiative and leadership within the wider school community.

- Students across the school enjoy their learning and demonstrate a positive work ethic. They participate enthusiastically in sports activities, school trips, and project-based learning. While students engage well in planned activities, increasing opportunities for them to take initiative and make independent choices would further develop their capacity for innovation, independence, and emerging entrepreneurial skills.

- Students show care for their school environment and participate actively in activities that promote environmental awareness, such as gardening and recycling projects. They demonstrate a secure understanding of sustainability and take good care of their learning spaces. Students' work using recycled materials is displayed around the school and is valued and celebrated. While sustainability themes are well embedded within school-based activities, extending opportunities for students to participate in environmental initiatives within the wider community would further strengthen their sense of social responsibility and active citizenship.

Next Steps:

1. Increase opportunities for students to take on independent and voluntary roles within the school and the wider community, so they can demonstrate greater initiative and leadership beyond structured activities.

2. Strengthen students' innovation and emerging entrepreneurial skills by providing more opportunities for them to make decisions, lead projects, and solve problems independently across subjects and activities.

3. Extend students' engagement with sustainability by increasing participation in community-based environmental initiatives.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good	Very Good	Very Good	Not Applicable

Findings:

- Most teachers across all phases demonstrate strong subject knowledge and apply it effectively in lessons, showing a clear understanding of how students learn. Teaching is particularly strong in Japanese-medium subjects, where explanations are clear, learning is well structured, and students are supported to make strong progress. In Arabic-medium subjects, teaching remains effective, and further consistency would strengthen impact even more.

- Lessons are well planned, with clear learning purposes, engaging activities, and structured sequences that support steady progress. Textbooks provide a strong and consistent foundation for lesson planning across both Arabic- and Japanese-medium subjects. Classrooms are calm and orderly, promoting positive learning routines, and time is used efficiently. While learning environments are supportive, expanding the range of resources, particularly for practical learning, independent research, and innovation, would further enrich learning experiences, especially outside Japanese-medium subjects.

- Teachers use questioning effectively to engage students and check understanding, ensuring students remain active and attentive learners. This is particularly evident in Japanese-medium subjects, where questioning promotes deeper reasoning and extended responses. In other subjects, interactions remain positive and supportive, and more consistently probing questions would further stretch thinking, particularly for higher-attaining students.

- Teachers use a range of strategies to support most learners effectively, including targeted interventions and the well-judged deployment of teaching assistants. Teaching assistants are used particularly effectively to support Emirati students in developing Japanese literacy skills. Tasks are generally well matched to students' needs, and providing more sustained challenge in a small number of subjects would further extend learning for higher-attaining students.

- Teachers encourage students to think independently and apply their learning across subjects. Independent learning is a strong feature of the curriculum in Phase 1, with students engaging confidently in self-directed activities. Critical thinking and independent working are evident in many lessons, with students sometimes taking the lead in their learning and supporting peers. While lessons build strong foundational skills, increasing opportunities for open-ended and exploratory tasks would further strengthen creativity and innovation alongside existing workbook-based approaches.

Next Steps:

1. Further strengthen consistency in teaching quality across all subjects by sharing effective practice from Japanese-medium lessons, particularly in structuring learning, explanation, and questioning that deepens reasoning.

2. Broaden the range of learning resources and strategies by increasing opportunities for practical, open-ended, and research-based learning, enabling students to apply skills creatively and independently across subjects.

3. Increase the level of challenge for higher-attaining students by embedding more consistently probing questioning and extended tasks that promote deeper thinking, innovation, and problem-solving

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Very Good	Very Good	Very Good	Not Applicable

Findings:

- Internal assessment processes are coherent, systematic, and closely aligned with both the Japanese national curriculum and the Ministry of Education curriculum. Teachers use a wide range of assessment approaches, including ministry-issued materials, regular class tests, workbook tasks, and ongoing observations, to build an accurate and comprehensive picture of students' attainment and progress. Assessment practices are applied consistently across phases. Assessment processes are particularly strong in the Japanese curriculum, and continued alignment across the MOE curriculum would further enhance consistency.

- The school benchmarks student outcomes effectively against Japanese Ministry of Education expectations by designing assessments that align closely with curriculum standards and requirements. Benchmarking practices are well established in Japanese-medium subjects, supporting secure evaluation of standards. Further strengthening benchmarking approaches in Arabic-medium subjects would enhance consistency across the school. The school does not currently participate in international benchmarking.

- Assessment data are reviewed and analyzed regularly, enabling teachers to track progress for individuals and groups effectively. Teachers and support staff closely monitor the progress of Emirati students who require additional support and respond appropriately. While analysis is generally secure, increasing the depth and consistency of interpretation across curricula and phases would further strengthen the identification of trends and learning gaps.

- Assessment information is used very effectively to inform planning, adapt teaching, and provide targeted support. Teachers across all phases adjust lessons in response to assessment findings, ensuring activities are well matched to students' current attainment levels. Curriculum modifications are informed by assessment outcomes and support improved progress for most students.

- Teachers demonstrate a secure understanding of students' strengths and areas for development. Feedback is constructive and supports improvement, and students are increasingly involved in self-assessment, particularly in the upper grades, where they review assessment outcomes and identify next steps. Extending these self-assessment practices more consistently across the school would further strengthen students' ownership of learning.

Next Steps:

1. Further strengthen consistency in assessment practices by aligning processes, expectations, and moderation more closely across Japanese- and MOE-curriculum subjects, particularly in Arabic-medium areas.

2. Deepen the analysis and interpretation of assessment data by developing shared approaches across phases and curricula to identify trends, gaps, and next steps with greater precision.

3. Extend students' involvement in assessment by embedding self-assessment and reflection more consistently across all phases, enabling students to take greater ownership of their learning and progress.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very Good	Very Good	Very Good	Not Applicable

Findings:

- The curriculum has a clear and well-defined rationale aligned with the school's vision and the wider educational priorities of Abu Dhabi and the UAE. It follows the Japanese National Curriculum (JNC) in full across all phases, ensuring statutory compliance and continuity with schools in Japan. All subjects meet Japanese Ministry of Education expectations, and there is strong alignment between curriculum intent, content coverage, and national guidance. The curriculum offers a balanced programme that includes core academic subjects, moral education, arts, physical education, and cultural learning, supporting the development of students' knowledge, skills, and understanding. Emirati students benefit from additional language and cultural support through NPO volunteer teachers and structured learning experiences provided by the Japanese Cultural Centre.

- The curriculum is effectively planned to ensure clear progression in learning across all subjects and phases. In the early years, learning is designed to foster curiosity, communication, and emotional development through play and exploration. From Grades 1 to 9, the curriculum is carefully sequenced in line with national learning progressions, and teachers follow prescribed yearly plans to ensure skills and knowledge are built systematically. Regular assessments support monitoring of age-related expectations, and the curriculum prepares students well for the next phase of education. Transitions are carefully planned, including structured support for Emirati students, the transition from the separate KG building into the main school, and onward transition through initiatives such as the Grade 7 study visit to Japan.

- All students benefit from a broad range of curricular opportunities that extend their interests, talents, and personal development. The timetable includes subjects such as arts, crafts, music, home economics, physical education, and cultural studies, ensuring breadth beyond core academics. Additional English-language learning opportunities are provided for Japanese students, despite English not being a core assessment subject within the JNC. As the school currently provides education only for Phases 1, 2, and 3, there are no elective pathways for older students, although the existing provision ensures a well-rounded educational experience for all learners.

- Curricular links are purposeful and planned, particularly within Japanese- and Arabic-medium subject streams. Teachers support students in making connections across disciplines, for example, by applying mathematical skills in science and using Arabic reading skills in social studies. Homeroom sessions reinforce moral education, and the increasing use of ICT supports links between research, reading, and subject content. Students apply learning across geography, science, and mathematics through practical tasks such as investigating sun trajectory and climate patterns. While interdisciplinary learning is evident, opportunities to strengthen connections between Japanese- and Arabic-medium subjects would further enhance coherence and transfer of learning across the curriculum.

- The school reviews its curriculum regularly, drawing on student achievement data, national priorities, and Japanese Ministry of Education updates. Subject teams evaluate assessment outcomes annually to refine

planning, and teachers engage in lesson study to strengthen curriculum delivery and adapt content. Adjustments are made in response to test results, parental feedback, NPO input, and analysis of student errors. Emirati students' progress in Japanese-medium subjects is closely monitored through systematic tracking, with targeted curriculum adjustments provided where needed. While internal review processes are secure and effective, increasing consistency in implementation of these reviews across all subjects, particularly in Arabic-medium areas, would further strengthen responsiveness to emerging learning needs.

Next Steps:

1. Further strengthen curriculum challenge by ensuring higher-attaining students, including those identified as gifted and talented, are consistently extended across all subjects, particularly in Arabic-medium provision.

2. Enhance coherence across the curriculum by developing more explicit and planned links between Japanese- and Arabic-medium subjects, enabling students to transfer knowledge and skills more effectively across disciplines.

3. Ensure the implementation of curriculum review outcomes so emerging learning needs are addressed promptly.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good	Good	Not Applicable

Findings:

- The school is successful in ensuring that teachers adapt the curriculum to meet the needs of most groups of students. Teachers make appropriate modifications within the Japanese National Curriculum structure, adjusting workbook tasks, classroom explanations, and resources to support students who require additional help. Emirati students benefit from targeted support, including NPO volunteer teachers and additional lessons at the end of the school day. Curriculum adaptation is most consistent in core Japanese-medium subjects. In MOE Arabic-medium subjects, adaptation is less evident, as planning relies more heavily on textbooks, with fewer explicit links to assessment expectations, embedded skills, or cross-curricular connections.

- The curriculum is engaging and offers a range of opportunities that motivate most students. Elements of enrichment, enterprise, and innovation are integrated across the school, enabling students to connect learning to real-life contexts. Students participate in a broad programme of enrichment activities, including visits to local organisations, environmental sites, and cultural venues. International experiences, such as the Grade 7 visit to Japan and the visit to Greece, further extend cultural awareness and enhance learning beyond the classroom, supporting students' personal development and global understanding.

- Links with Emirati culture and UAE society are appropriately embedded within the curriculum. Students participate in activities that promote national heritage, such as falconry experiences, desert activities, and UAE cultural events. The school makes effective use of community links, volunteer teachers, and cultural activities, including tea ceremonies and Japanese calligraphy, to connect Japanese and Emirati traditions. These experiences support students in developing a secure understanding of both Japanese and UAE values, culture, and society

Next Steps:

1. Strengthen curriculum adaptation, particularly in MOE Arabic-medium subjects by ensuring planning identifies clear assessment expectations and embedded skills so adjustments more consistently meet the needs of all learners.

2. Extend enrichment, enterprise, and innovation opportunities by increasing structured chances for students to apply their learning independently in real-life and community-based contexts.

3. Refine the UAE links planning so progression in UAE cultural understanding and national identity are more explicit across subjects and phases.

PS5: The protection, care, guidance and support of students

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good ↓	Very Good ↓	Very Good ↓	Not Applicable

Findings:

- The school maintains rigorous and well-embedded safeguarding and student welfare procedures. Staff demonstrate a clear understanding of their responsibilities, and students confidently know whom to approach if they have concerns. Relationships between staff and students are respectful, caring, and supportive, creating a strong culture of trust and wellbeing. Safeguarding policies are implemented consistently, and established routines ensure high levels of supervision throughout the school day. Further engagement with parents would enhance shared understanding of safeguarding arrangements.

- The school provides a very safe, hygienic, and secure environment for students and staff. Health and safety arrangements are robust and applied consistently. Regular checks are carried out across the site, including fire safety systems, emergency procedures, and water and electrical testing. When incidents occur, responses are prompt and effective. Bus supervision is strong, and arrival and departure procedures are carefully managed. Security at all entrances is vigilant, contributing to a highly secure school environment.

- School buildings are well maintained, with day-to-day maintenance routines in place. Safety-related documentation is securely maintained, and while some systems remain paper-based, statutory compliance is fully met. Moving towards more streamlined systems would further strengthen efficiency in record-keeping. Aging facilities, overloaded electrical sockets, trailing cables, and damage to washroom fittings present risks to hygiene and safety. Oversight systems are not yet sufficiently robust to ensure full and consistent compliance with UAE and ADEK requirements.

- The premises provide a safe and secure physical environment that supports learning and wellbeing effectively. Classrooms, specialist areas, and outdoor spaces meet curriculum requirements and enable students to participate confidently and safely in lessons.

- The school actively and consistently promotes healthy living through lessons, daily routines, and regular health checks. Students receive clear guidance on diet, hygiene, and safe behaviour, supported effectively by the school nurse. Sun safety is prioritized, particularly in KG, and daily routines such as handwashing and tooth brushing promote healthy habits across all phases. Physical activity is well embedded through timetabled sports lessons and supervised play, supporting students' strong awareness of healthy and safe lifestyles.

Next Steps:

1. Ensure shared understanding of safeguarding and well-being procedures across the school community,

including parents.

2. Improve the quality of maintenance to ensure all students are safe and secure when using all school premises.

3. Develop further the school's strong promotion of healthy living by increasing opportunities for students to take active roles in wellbeing initiatives, such as peer health ambassadors or student-led safety and wellbeing activities.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Very Good	Very Good	Very Good	Not Applicable

Findings:

- Staff–student relationships across the school are very positive and purposeful. Teachers and NPO staff know students well and provide calm, respectful, and consistent guidance. Behaviour is managed effectively, with only minor incidents recorded, and established routines across the school contribute to a safe, orderly, and supportive learning environment.

- Attendance procedures are consistently applied and closely monitored. Absences are communicated promptly to parents, and dedicated systems, including KG stamping books, support the development of strong habits of punctuality and regular attendance from an early age. As a result, attendance is Good in Phase 1 and Very Good in phases 2 and 3.

- Systems to identify students with additional learning needs are being developed appropriately. While the school does not admit students with significant special educational needs and current facilities are limited, teachers identify Emirati students who require language support accurately. Information is shared systematically through NPO records and post-lesson reviews, ensuring emerging needs are recognised and responded to in a timely manner.

- Support for identified students, particularly Emirati learners developing Japanese language proficiency, is appropriate and well structured. NPO teachers provide targeted support in key subjects, assess progress against agreed criteria, and prepare follow-up materials to support learning at home. The school has identified a number of students with gifts and talents; however, opportunities to make this identification more explicit within lessons would further enhance provision.

- Personal guidance is a strong feature of the school. Regular one-to-one counselling sessions, led by homeroom teachers, NPO staff, and family liaison staff, enable concerns to be identified early and addressed effectively through coordinated follow-up actions. Students in the upper grades receive clear guidance on progression to Japanese high schools, and Emirati learners demonstrate a strong awareness of their future pathways and aspirations. While broader career education is still developing, the personal and pastoral support structures in place ensure students receive effective guidance tailored to their individual next steps.

Next Steps:

1. Strengthen the systems for identifying and supporting students with additional learning needs by formalizing procedures and ensuring that identified needs, including gifts and talents, are consistently recognized and addressed in classroom practice.

2. Extend opportunities for students, particularly in the upper grades, to engage in broader career education activities, enabling them to explore a wider range of future pathways alongside existing strong personal guidance.

3. Continue to build on the school's positive behaviour culture by increasing opportunities for students to take leadership roles in promoting wellbeing, responsibility, and positive conduct across the school community.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- Leaders at all levels, led by the principal, provide a very clear strategic direction. The school's vision is firmly rooted in Japanese educational values while demonstrating a strong and explicit commitment to UAE and Abu Dhabi priorities, as reflected in the strategic plan. Leaders promote inclusivity effectively by embedding targeted support for Emirati students through curriculum adaptations and well-defined transition protocols. The vision is communicated clearly across the school community, fostering coherence, shared understanding, and collective responsibility.

- Leaders at all levels, including the principal, demonstrate strong and secure knowledge of curriculum, teaching, learning, and assessment. Leadership practice is informed by a clear focus on student outcomes and evidence-based decision-making. Given the three-year cycle of staff turnover, ongoing professional dialogue and induction support help ensure continuity and consistency in understanding expectations, including alignment with the UAE School Inspection Framework. Leadership is strongly focused on optimizing student achievement, particularly in Japanese-medium subjects, and on sustaining a purposeful learning culture characterized by high expectations and inclusion.

- Relationships and communication with all stakeholders are consistently professional, open, and effective. Parents report strong partnerships through PTA involvement, surveys, and cultural events, while staff value daily briefings that reinforce shared responsibility and clear communication. As a small school with a strong family ethos, daily whole-staff meetings promote cohesion and collective accountability. Leaders demonstrate deep expertise in the Japanese National Curriculum, and extending this expertise more consistently across Arabic-medium subjects would further enhance coherence. Staff morale across the school is very positive.

- Leaders at all levels demonstrate a clear and accurate understanding of priorities for improvement and innovation. They respond proactively to parental feedback, for example, by increasing the purposeful use of ICT in lessons. Leaders show foresight in anticipating challenges, including facilities maintenance, and take timely action to address emerging needs.

- Leaders have been innovative and effective in developing the school, sustaining high performance in Japanese-medium subjects, and ensuring full statutory compliance. Updated planning documents demonstrate continued progress in curriculum adaptation and school development. To strengthen impact further, leaders are refining accountability processes so that delegated responsibilities are monitored systematically and reported on regularly, enabling leaders to focus sharply on strategies that demonstrate measurable and sustained improvement.

Next Steps:

1. Consolidate leadership coherence by ensuring expertise in the Japanese National Curriculum and UAE requirements is shared consistently across both Japanese- and Arabic-medium subjects through targeted professional development and induction.

2. Refine accountability for improvement priorities by strengthening monitoring and reporting systems, enabling leaders to evaluate impact more precisely against agreed student-outcome indicators.

3. Sustain and extend the school's strong culture of innovation by embedding systematic evaluation of initiatives, such as ICT integration and curriculum adaptation, to secure long-term impact.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Good ↓

Findings:

- Systematic self-evaluation using a range of internal and external evidence is embedded within the school's improvement processes. Annual reviews are undertaken, parent surveys are conducted regularly, and feedback is gathered from teachers, volunteers, and the student council. Leaders demonstrate a secure understanding of the school's strengths and areas for development and share a clear vision focused on supporting students' progression to Japanese high schools. While multiple sources of evidence are used, these are not yet consistently drawn together into a fully integrated evaluation cycle, which limits the precision of some judgements.

- Monitoring processes provide appropriate evaluation of teaching and learning and have supported the maintenance of teaching quality, contributing to strong student achievement. Monitoring is most established in Japanese-medium subjects, where evaluation is regular and well understood. In Arabic-medium subjects, monitoring is developing, and approaches to recording feedback and follow-up are not yet applied consistently across phases and subjects, leading to some variation in impact.

- School improvement planning is comprehensive and informed by parental feedback, with thematic priorities clearly articulated around intellectual development, emotional well-being, and global citizenship. However, previous inspection recommendations and the outcomes of internal reviews are not consistently reflected in planning documentation. Objectives are not always framed with clearly defined success criteria, timelines, or responsibilities, which limits the school's ability to evaluate impact systematically.

- The school has made good progress in addressing most recommendations from the previous inspection, with many actions completed or in progress. Despite staff turnover and a changing student population, leaders have sustained a strong standard of achievement overall. Some variability remains, particularly in Arabic-medium subjects and aspects of health and safety linked to facilities, reflecting ongoing challenges in consistency and capacity.

Next Steps:

1. Develop a fully integrated self-evaluation cycle that records and monitors progress against identified priorities, using triangulated evidence from lesson observations, assessment data, and stakeholder feedback.

2. Strengthen teacher monitoring by ensuring feedback is consistently documented, followed up, and applied across all subjects, including Arabic-medium provision as well as Japanese-medium teaching.

3. Refine school improvement planning so that objectives are consistently framed as SMART, with clear success criteria, timelines, and assigned responsibilities, enabling rigorous tracking and evaluation of impact.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Very Good

Findings:

- The school is successful and effective in engaging parents as active partners in their children's learning. Parents contribute positively through activities such as reading in the library, supporting literacy festivals, and participating in cultural events. Many parents express a strong willingness to be further involved, particularly in activities linked to UAE culture and heritage and in supporting learning at home, especially in reading and Arabic. Socially, parents organize playdates, support new families, and attend school events, helping children settle quickly and strengthening the school's community life. The school systematically gathers parents' views through annual surveys, PTA meetings, and focus groups, and this feedback informs improvement priorities, including extracurricular provision, homework support, and cultural enrichment.

- Communication with parents is effective and ensures they are well-informed about their children's learning and development. The school uses multiple communication channels, including MS Teams, Google Classroom, phone calls, and meetings, to share curriculum information, updates, and learning activities. While communication is generally clear, parents report some variation in their understanding of the frequency of updates, despite systems being in place to share information regularly. Parents feel confident raising concerns and report that issues are addressed promptly. There are currently no students of determination, so no additional communication pathways are required.

- Reporting on students' academic progress and personal and social development is comprehensive and ongoing. Reports provide detailed information on attainment, subject-specific progress, behaviour, wellbeing, and personal development. In Kindergarten, records track health, relationships, environment, language, and expression, while primary and secondary reports assess knowledge and skills, thinking and expression, and attitudes and motivation. Narrative comments highlight students' strengths, independence, and emotional development. Reporting takes place termly, with three formal reports each year, supported by test papers, feedback, and certificates confirming annual progression.

- The school makes meaningful contributions to local, national, and international communities. Students participate in local visits, including the post office, Civil Defence, and falconry experiences, as well as environmental initiatives such as mangrove conservation and recycling projects. National celebrations, including Flag Day and National Day, reinforce students' understanding of UAE identity. Partnerships with local organizations, NGOs, and civic bodies enrich learning, while external providers support extracurricular activities. International links with Japanese high schools, including Tokai University Takanawadai Junior & Senior High School, and exchange initiatives such as the Future Leaders School in Abu Dhabi, strengthen intercultural understanding and global awareness.

Next Steps:

1. Broaden parental engagement by increasing involvement in UAE culture and home-learning activities, particularly in reading and Arabic.

2. Improve clarity and consistency of bilingual communication, so parents clearly understand the frequency and purpose of updates.

3. Extend community and international partnerships to offer wider extracurricular and global learning opportunities.

Governance

Performance Indicator	Quality judgement
Governance	Very Good

Findings:

- Governance benefits from broad and representative stakeholder involvement. The governing board includes representatives from Japanese companies, the embassy, NGOs, and the PTA, supported by clear committee structures overseeing finance, administration, human resources, and educational resources. Meetings are held regularly with strong attendance and well-focused agendas, and relevant staff contribute when appropriate. Stakeholder views are gathered systematically through surveys, PTA representation, and student council input and inform decision-making, for example, through student feedback influencing extracurricular planning. Governors also contribute through corporate social responsibility initiatives, including cultural events and environmental projects. Oversight extends across all phases, supported by structured reporting on facilities, student progression, and Emirati students studying in Japan.

- Governors monitor the work of the school regularly and hold senior leaders appropriately to account through monthly reports, committee scrutiny, and performance review processes. Compliance with Japanese Ministry of Education requirements is secure and well embedded. Governors receive structured information on finance, facilities, student outcomes, and Emirati integration, ensuring they remain well informed about key priorities. Monitoring of self-evaluation and school development planning is developing positively, with governors maintaining oversight of both outcomes and processes through regular dialogue and review.

- The governing board exerts a strong and positive influence on the school's performance and strategic direction. Governors ensure staffing and resources support high-quality provision and have invested in technology to enhance teaching and learning and develop students' digital and research skills. They support leaders through external expertise and embassy links, including in Arabic-medium subjects. Governors are addressing challenges related to ageing facilities through forward planning and sustainability measures and promote innovation by increasingly linking resource allocation to student outcomes and staff development. Strong community partnerships and CSR initiatives further enhance the school's profile, ensuring governance remains proactive, informed, and responsive to both Japanese and UAE expectations.

Next Steps:

1. Refine governance oversight by strengthening systematic review of self-evaluation and school development planning, ensuring evidence is considered cohesively, and impact is tracked over time.

2. Strengthen alignment with both ADEK expectations and Japanese Ministry of Education requirements so governance oversight consistently reflects local and international regulatory frameworks.

3. Sustain the board's strategic impact by enhancing succession planning and leadership sustainability, including structured development and support for local staff and future leaders.

Management, staffing, facilities and resources

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Good

Findings:

- Day-to-day management of the school is well-organized and supports positive student outcomes. Morning assemblies, lesson transitions, and transport arrangements are punctual and orderly. Timetabling procedures are effective, ensuring balanced curriculum coverage across phases and smooth progression from homeroom teaching in lower grades to specialist teaching in upper grades. Staff deployment is carefully planned and complies with the Japanese National Curriculum, while integrating Arabic as a foreign language in line with UAE MoE requirements. Overall, operational systems support continuity of learning and contribute to an orderly school environment.

- Staffing arrangements align appropriately with the school's vision and curriculum requirements. Teachers are appointed through the Japanese Ministry of Education on fixed-term contracts, and ADEK-approved staff deliver Arabic-medium subjects. While staffing levels are sufficient to meet curriculum needs, turnover is high due to contractual cycles, which limits long-term stability. All staff are suitably qualified, and deployment supports continuity across grades. Professional development is planned annually and includes ICT, AI integration, moral education, and support for Emirati students. Further development is needed to strengthen staff capacity in identifying additional learning needs, including gifted and talented students, and to ensure leaders are consistently familiar with UAE inspection expectations.

- Facilities and the learning environment are well designed and support students' achievement. Classrooms and specialist spaces, including science laboratories, technology rooms, and the gymnasium, support curriculum delivery, with additional facilities accessed through external providers for extracurricular activities. While the environment is safe, clean, and well-maintained, limitations remain due to ageing infrastructure and accessibility constraints. Regular health and safety checks are undertaken, though monitoring processes would benefit from greater consistency to ensure issues are identified and addressed promptly.

- Resources generally support effective teaching and learning, particularly in Japanese-medium subjects where ICT and authentic materials are used well. However, resourcing is less consistent across subjects. In science, incomplete equipment limits practical investigations, and the library has insufficient Arabic and English books to promote reading for pleasure. Teachers in Arabic and English would benefit from greater support in adapting resources to meet different learning needs and extend higher-attaining students. Core management systems, including attendance and pastoral records, remain largely manual, which reduces efficiency and limits leaders' ability to track impact systematically.

Next Steps:

1. Improve the monitoring systems of day-to-day activities to ensure efficient and real-time data to inform decisions and monitor impact.

2. Extend the professional development of staff and leadership to include identification of learners with additional needs, including those who are gifted and talented, and understanding of UAE inspection framework.

3. Improve resources and its effective deployment to enrich the learning experience of students and extend that of higher attaining students.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae