

# Rikkyo School-in-England

Independent school standard inspection report

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DfE registration number	938/6188
Unique Reference Number (URN)	126132
Inspection number	361361
Inspection dates	7–8 October 2010
Reporting inspector	Michèle Messaoudi

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## **PURPOSE AND SCOPE OF THE INSPECTION**

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## **INFORMATION ABOUT THE SCHOOL**

Rikkyo School is a co-educational Anglican Christian secondary school that was founded in 1972 primarily for the children of Japanese families living and working in the United Kingdom (UK) and Europe. It occupies a large rural site near Horsham in West Sussex. The school teaches the Japanese national curriculum and aims to provide a high quality of education that will enable students to secure entrance to high-ranking Japanese universities. The school is registered with the Department for Education (DfE) in England to admit a maximum of 160 students between the ages of 11 and 18 years; there are currently 65 boys and 51 girls attending, who are all boarders. There are no students with a statement of special educational needs. There are 35 students whose families live in Japan. The school was last inspected by Ofsted in November 2007. Its boarding provision was last inspected in January 2010 and was not inspected on this occasion.

## **EVALUATION OF THE SCHOOL**

Rikkyo School provides a good quality of education with outstanding features and meets its aims. Parents and carers are highly supportive of the school and one parent expressed the satisfaction felt by all when saying, 'The school provides a family-like atmosphere and never stops improving.' Students make good progress in their learning because the outstanding curriculum serves them extremely well and teaching is good. They make outstanding progress in their personal development because provision for their spiritual, moral, social and cultural development is outstanding and their behaviour and attitudes to work are outstanding. Safeguarding procedures are robust and provision for students' welfare, health and safety is good. The school has made improvements since the last inspection but does not meet two regulations for independent schools relating to information for parents and carers.

## **QUALITY OF EDUCATION**

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

The curriculum is outstanding and is directly relevant to the needs of students of all ages and aptitudes. Its breadth encompasses all the subjects of the National Curriculum in England for students of compulsory school age and meets the requirements of preparation for entrance to a Japanese university for high school students. High school students are also prepared for the International General Certificate of Secondary Education in biology and chemistry. The curriculum is well balanced between all the areas of learning, and in particular between academic and physical and creative areas, and so helps students become well-rounded individuals. Planning documentation supports the teaching well. Provision for science, physical education (PE), music, personal, social and health education (PSHE) and curriculum enrichment is particularly strong. Provision for science has improved since the last inspection owing to greater emphasis on practical work and links with other schools in cooperation with the Clifton Scientific Trust. Provision for music is exemplary and offers students opportunities for learning a wide range of instruments, performing in many venues including prestigious concert halls, participating in many events and singing a wide range of material. The curriculum for PE is extremely well supported by excellent sports facilities and enables students to develop an extensive range of skills and participate in a wide range of games. The PSHE programme is age-appropriate and enables students to make informed health choices. All students have four weekly sessions of English for communication, in addition to the Japanese curriculum for English. This aspect of the provision is good but remains an area for further development since the last inspection, despite recent improvements. Students rightly feel that there are missed opportunities for speaking English and the senior leaders have not devised a whole-school strategy to achieve this. Students of compulsory school age have information and communication technology lessons and all students have access to computers for work and personal use.

The curriculum is exceptionally well enriched by a programme of extra-curricular activities that further extends students' physical, creative, social and cultural development. However, not all parents and carers feel that the range of school outings is broad enough. Students receive appropriate careers guidance within their tutor groups and most are happy with this aspect of the provision. However, some parents and carers feel that their children are insufficiently prepared for the future.

The quality of teaching and assessment is mostly good. There is now a system in place to monitor the quality of teaching and learning, which represents a significant improvement since the last inspection. All teachers have qualified teacher status in Japan or in the UK. There is some outstanding teaching practice characterised by excellent subject knowledge, fast pace that enables students to produce a copious amount of work, effective use of resources and of a wide range of methods that matches students' varying learning styles, keeps them actively engaged and develops independent and collaborative learning. On such occasions, students make outstanding progress because a high level of challenge is maintained throughout the lesson through very effective use of open-ended questions that encourage them to think creatively. Where the teaching is good rather than outstanding, students are challenged, but not consistently, because the quality of questioning is variable or

students do not have sufficient opportunities for discussion to promote high level thinking. Students who need help are supported effectively. On occasion, the teaching is only satisfactory because the tasks do not match the needs of individual students sufficiently closely, or the teacher talks for too long and so students become passive learners, or the teaching does not sufficiently build on what students already know; as a result, students do not progress at the rate of which they are capable. The assessment framework ensures that students' learning and progress are monitored continuously. Parents and carers receive termly reports that indicate what their children have achieved and need to do to improve. Students have termly progress reviews with their form tutors but can refer to few written comments showing them how to improve, as marking is inconsistent. Consequently, some students and parents feel insufficiently informed about the progress made.

As a result of the outstanding curriculum and good teaching, students make good progress and most gain entry to a Japanese university. In 2010, most were admitted to a high-ranking university and about one third enrolled on medical or science courses.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS**

Students' spiritual, moral, social and cultural development is outstanding. The school creates a calm and orderly atmosphere, underpinned by traditional values such as respect, discipline and good manners, in which students can flourish. Students' spiritual and moral development is reflected in their excellent attendance and their outstanding behaviour and attitudes to learning. It is supported effectively by the Christian ethos of the school and weekly assemblies led by the chaplain where they also learn about world religions and increase their understanding of and respect for diversity. Students talk of the school community as 'a big family' and they form positive social relationships. They describe the feeling of bonding with friends as one of their most treasured experiences of boarding life. Instances of bullying and the need for serious sanctions are very rare. Students are courteous, considerate, reflective, and most are self-confident.

The exceptional curriculum enrichment provides all students with an opportunity to find something at which they can excel, promotes their cultural development extremely well during term-time and school holidays and helps them gain a broad knowledge of English institutions. It also develops their team building and leadership skills, which, alongside the basic skills taught through the main curriculum, prepare them well for their futures. Students' level of contribution at school, local community and global levels is extremely high. The elected student council organises rotas to help with the smooth running of school life, raises students' views with the staff and oversees the recycling of refuse on Sundays. Students participate in local church concerts, cultural festivals and sports tournaments. They demonstrate aspects of Japanese culture to local schools. They design and decorate their classrooms according to chosen themes for Open Day to which the local community is invited.

They raise funds for charity by performing in concerts. They take part in a week of workshops under the UK-Japan Scientist Partnership, whose main objective is to develop and improve the quality of science teaching and research in Japan and the UK. However, some students note that they do not have sufficient time to pursue all their interests and make the most of the school facilities. While students' music achievements are recorded well, their artwork is not displayed around the school, creating missed opportunities to further extend their cultural and spiritual development.

## **WELFARE, HEALTH AND SAFETY OF PUPILS**

Provision for students' welfare, health and safety is good. Robust policies and procedures aiming at safeguarding students and minimising risks in all circumstances are implemented conscientiously. All staff receive the appropriate level of child protection training at the prescribed intervals. Their understanding of their duties and responsibilities is supported well by a clear, up-to-date child protection policy. The designated persons for child protection have completed training in safe recruitment. Many staff receive first-aid training. The Japanese matron has a good understanding of how to record accidents and maintain medical records. The school employs a specialist consultant to audit and monitor all aspects of health and safety and fire safety, and thorough records are kept of all the required checks. Excellent risk assessments are carried out before educational outings. Students say that teachers care well for them and so they feel safe. They gain an excellent understanding of how to keep safe and healthy through the curriculum and through the provision of well-balanced meals. However, they would understandably welcome more varied menus. Their commitment to physical exercise is reflected in the high take-up of sports activities.

The school has planned well to increase accessibility with regard to the Disability Discrimination Act 1995, as amended, and will be drawing up a further plan to review the possibility of extending access to the premises and the curriculum.

## **SUITABILITY OF STAFF, SUPPLY STAFF AND PROPRIETORS**

The school has robust procedures to ensure that all the required checks are carried out on the proprietors and staff to confirm their suitability to work with children. These checks are recorded in a single central register in the correct manner.

## **PREMISES OF AND ACCOMMODATION AT THE SCHOOL**

The premises provide outstanding indoor and outdoor teaching accommodation which supports students' learning extremely well, including a wide range of specialist facilities. A rolling maintenance programme ensures that the buildings are safe and maintained to a high standard. The extensive and well-landscaped grounds provide

an extremely pleasant living and working environment which enhances students' well-being.

## **PROVISION OF INFORMATION**

Parents and carers receive a wealth of information through the school prospectus, parents' and students' handbooks, through its website that is updated daily, through fortnightly newsletters and termly reports. However, the school does not comply with a number of requirements as listed at the end of this report.

## **MANNER IN WHICH COMPLAINTS ARE TO BE HANDLED**

Suitable procedures are in place to ensure that complaints are handled fairly and promptly. Parents and carers receive a copy of the complaints policy when their children join the school.

## **COMPLIANCE WITH REGULATORY REQUIREMENTS**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.<sup>3</sup>

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- make, not only parents but also prospective parents, aware that they can request, as stated in (paragraph 24(1)(b):
  - particulars of policies relating to bullying, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving as required under part 3, paragraph 9
  - particulars of the arrangements for tackling bullying, and for promoting pupils' health and safety on the school premises and on educational visits as required under part 3 paragraphs 10, 11 and 12
  - particulars of academic performance during the preceding school year, including the results of any public examinations
  - details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year

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<sup>3</sup> [www.legislation.gov.uk/uksi/2010/1997/contents/made](http://www.legislation.gov.uk/uksi/2010/1997/contents/made)

- details of the number of staff employed at the school, including temporary staff, and a summary of their qualifications.
  
- publish on its website a copy of the safeguarding children policy as required under part 3, paragraph 7 (paragraph 24(1)(c)).

## **WHAT THE SCHOOL COULD DO TO IMPROVE FURTHER**

While not required by regulations, the school might wish to consider the following points for development.

- Share the existing best practice in teaching to increase the proportion of outstanding teaching and eliminate any satisfactory teaching.
- Devise and implement a whole-school strategy to further develop students' English speaking skills.
- Improve the way parents and carers are informed of their children's progress and the way students are informed of their own progress.



## INSPECTION JUDGEMENTS

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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### The quality of boarding provision

Effectiveness of boarding provision				
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## SCHOOL DETAILS

<b>School status</b>	Independent		
<b>Type of school</b>	Japanese boarding school		
<b>Date school opened</b>	1972		
<b>Age range of pupils</b>	11–18 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 65	Girls: 51	Total: 116
<b>Number of boarders</b>	Boys: 65	Girls: 51	Total: 116
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (boarders)</b>	£14,100, £18,300, £19,500, depending on key stages		
<b>Address of school</b>	Guildford Road Rudgwick Horsham West Sussex RH12 3BE		
<b>Telephone number</b>	01403 822107		
<b>Email address</b>	eikoku@rikkyo.w-sussex.sch.uk		
<b>Headteacher</b>	Mr Roger Munechika		
<b>Proprietor</b>	Rikkyo School-In-England Trust		