

Teikyo School (UK)

Independent school progress monitoring inspection report

DfE registration number	825/6013
Unique Reference Number (URN)	110570
URN for social care	SC023092
Inspection number	407172
Inspection dates	7–8 November 2012
Reporting inspector	Paul Armitage
Social care inspectors	Sharron Escott

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/publications/090070.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090137

© Crown copyright 2012



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, and under the Care Standards Act 2000 having regard to the national minimum standards for boarding schools or residential special schools.^{1,2,3}

The inspection was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

The school is part of a worldwide group of educational establishments owned and run by the Teikyo University Group. The school was founded in 1989 and has charitable status. It is located on a site in South Buckinghamshire, just north of Slough. It provides an education for male and female students between the ages of 15 and 19 years. There are currently 46 boys and 21 girls attending the school, of whom four are of compulsory school age. Of these, there are 42 boys and 16 girls who are boarders. All students come from Japan and most board at the school, although a small number attend the school on a daily basis. No students have a statement of special educational needs. The prospectus describes the school's aim as being 'to cultivate and nurture minds which thrive on hard work and understanding of the problems of others'.

The school's site is also occupied by The International School of Creative Arts. It uses Teikyo's teaching, boarding and other accommodation and employs its own resident boarding supervisors. Most of its students are aged 16 to 18 years, although a few are in their twenties. It has its own adult staff.

Another group using the school follow the Teikyo Study Abroad Programme, when students from Teikyo schools worldwide visit Great Britain. Students stay for approximately 10 days, accompanied by their own staff. These students are allocated residential places in local homes to provide an opportunity for them to experience British culture and to develop their understanding of English.

The school's swimming pool is used by local providers for courses for young people. Sports contractors use the school's playing field.

Ardmore language schools use teaching, boarding and other accommodation. Their courses take place only during the summer vacation when there are no Teikyo students present.

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

³ www.legislation.gov.uk/ukpga/2000/14/contents.

Context of the inspection

The school's last full education inspection was in May 2010 and the last full social care inspection was in January 2012. The last joint education and social care inspection was an emergency inspection on 30 April 2012. The purpose of this present, two-day inspection is to determine the school's progress in addressing the regulatory and national minimum standards failures identified on the emergency inspection.

The school submitted an action plan, which was deemed satisfactory, on 22 July 2012.

Summary of the progress made in implementing the action plan

The school has made satisfactory progress overall in implementing its action plan. The school has worked hard to address the weaknesses identified in the last inspection and the actions taken have resulted in some regulations and national minimum standards being met. Others have still not been met, but there is clear evidence that within these failed regulations and standards, there has been positive progress.

On the last inspection, inspectors were concerned that students did not have sufficient opportunity to have a say in the running of the school. This has now been partly addressed by the introduction of a school council, weekly house meetings and other initiatives. In boarding, as well as in the rest of the school, 'suggestion books' have been introduced. Students view all of these developments positively. However, some of the suggestions are effectively complaints and for some, the author is potentially identifiable so that confidentiality is breached. It is also unclear what are the outcomes of the suggestions and complaints. There is no official log dedicated for the purpose of recording students' concerns and complaints. The school cannot effectively monitor patterns of complaints and cannot provide evidence of whether these have been consistently responded to appropriately.

Inspectors' concerns about students' narrow perspectives have been addressed by providing students with opportunities to study about the United Kingdom and a reasonable range of other cultures. Concerns that boarders did not have access to information about events in the world outside the school and access to local facilities that are appropriate to their age have been mostly allayed by these improvements. However, boarders still say they would like more access to local facilities. They say, 'It's ok if you play football but it is not ok for the rest.'

On the last inspection, inspectors had concerns about aspects of behaviour linked to some serious instances of bullying and racism. The school has done a great deal to address these problems. For example, behaviour and anti-bullying policies have been updated, there has been staff training, and students have had time for discussion

about these issues in tutor time. However, when interviewed, some staff still seem hesitant about identifying bullying and what to do about it. In addition, there is still a small amount of bullying. Students still do not have confidence in the ability of staff to deal effectively with bullying. More positively, there is no discrimination in that all aspects of the school are open to all students.

On the last inspection, there were deficiencies in the procedures stated in the child protection policy. The school has worked constructively with Buckinghamshire County Council and now has a mostly good policy, although it still does not make clear the circumstances for reporting to the Independent Safeguarding Authority. Inspectors at the last inspection were also concerned that not all staff had been trained adequately in safeguarding, boarding, fire safety and first aid. Although there has now been further staff training for almost all staff, it is still the case that a few staff in boarding have not been adequately trained in some of the required areas. When interviewed, not all staff were confident in their understanding of safeguarding procedures.

On the last inspection, inspectors were concerned about inadequate supervision of boarders in the residential accommodation. A new male member of staff has been appointed and the number of radios available to enable contact between staff has been increased. This goes a long way to meeting both regulations and national minimum standards. However, as has already been stated, there are still training weaknesses in boarding which mean that the regulations and national minimum standards relating to adequate supervision are still failed.

On the last inspection, inspectors identified failings in the recruitment of staff and checking of other persons over the age of 16 years. Therefore, there were omissions in the single central record. The school has worked hard to ensure that all overseas checks on staff are undertaken correctly. This has included obtaining checks on staff already employed at the school. However, it still remains the case that the school has not obtained the necessary assurances from other organisations using the school's premises that all the necessary checks on persons over the age of 16 years have been undertaken. The school has not established in contracts that this information must be provided.

On the last inspection, there was no overarching boarding policy. There is now a basic policy in place, which meets the standard. Medicines in boarders' rooms are now properly stored and the boarders also now have safes for their valuables. On the last inspection, there was concern that boarders did not have someone they could turn to for personal help. There is now provision for this including access to an independent, Japanese 'advocate'. Inspectors' hesitation here is that students say that while the advocate system works well, school staff do not easily form supportive, professional relationships with them.

Inspectors concerns about ensuring students' privacy in shared bathrooms has now been met by providing additional locks.

On the last inspection, there was a lack of clarity about who was head of boarding. It is now clear. One example of effective management now in place are the daily morning meetings where boarding staff can share any information from the previous evening with teaching staff.

Compliance with regulatory requirements

As a result of this inspection, the school must take action to meet The Education (Independent School Standards) (England) Regulations 2010⁴ ('the Regulations'), as follows:

- ensure pupils are encouraged to accept responsibility for their behaviour, show initiative, and understand how they can contribute to community life (paragraph 5(c))
- ensure arrangements made to safeguard and promote the welfare of pupils at the school and that these arrangements have regard to guidance issued by the Secretary of State (paragraph 7)
- ensure that where boarding accommodation is provided, arrangements in place to safeguard and promote the welfare of boarders which have regard to the national minimum standards for boarding schools or the national minimum standards for residential special schools, as applicable (paragraph 8)
- ensure there is a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving, and that this policy implemented effectively (paragraph 9)
- ensure there are effective procedures to prevent bullying which have regard to the DfE guidance *Behaviour and discipline in school – a guide to headteachers and school staff* (paragraph 10)
- ensure there are effective measures to ensure pupils' health and safety which have regard to the DfE guidance (paragraph 11)
- ensure school staff are deployed in such a way as to ensure the proper supervision of pupils (paragraph 15)
- ensure the proprietor has included in any contractual arrangements with an employment business, the requirements set out in paragraphs 20(2)(a), including a requirement to supply a copy of a CRB certificate that contains any disclosures (paragraph 20(2)(d))
- ensure in relation to staff not directly employed by the school, that the register must show whether written notification has been received from the employment business that it has carried out the checks referred to in 20(2)(a) together with the date the written notification that each check was made or certificate obtained, was received. Checks required include:

⁴ www.legislation.gov.uk/uksi/2010/1997/contents/made.

- the person’s identity
- that the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect
- where appropriate the person’s qualifications
- in the case of any person for whom, by reason of living or having lived outside the United Kingdom, checks in regard to any guidance issued by the Secretary of State
- the person’s right to work in the United Kingdom
- an enhanced Criminal Records Bureau (CRB) check or has obtained a certificate in response to such a check made by it or another employment business. The CRB check must have been obtained no more than three months before the date on which the person is due to begin work at the school; or the person has already had an enhanced CRB check from working in a school or further education institution not more than three months previously

and

- ensure when an enhanced CRB certificate was obtained before the person was due to begin work and if it contained a disclosure, the school obtained a copy of the certificate from the employment business (paragraph 22(5))
- ensure that where the school premises are used for a purpose other than conducting the school, they are organised in such a way that the health, safety and welfare of pupils is safeguarded and their education is not interrupted by other users (paragraph 23(e)).

In order to meet the national minimum standards for boarding schools or residential special schools and associated regulations, the school should:

- make arrangements to safeguard and promote the welfare of students at the school and ensure arrangements have regard to any arrangements issued by the Secretary of State (NMS 11)
- ensure the school has a written policy to promote good behaviour among students and is it implemented consistently (NMS 12. 1 and 12.2)
- ensure senior boarding staff have an adequate level of experience and/or training (NMS 13.2)
- ensure the records specified in Appendix 2 maintained and monitored by the school and action taken as appropriate (NMS 13.3)

- ensure the school operates safe recruitment procedures and vets staff in line with the regulatory requirements and has regard to relevant guidance issued by the Secretary of State (NMS 14.1)
- ensure that for all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, there is a CRB check completed at the standard level (NMS 14.2)
- ensure that any person employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding (NMS 15.1)
- ensure that the staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved (NMS 15.3)
- ensure that boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced (NMS 15.4)
- ensure that boarders have an opportunity to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Students are not penalised for raising a concern or making a complaint in good faith (NMS 17)
- ensure that school has, and follows, an appropriate policy on responding to complaints that is compliant with the relevant regulatory standards (NMS 18).

School details

School status	Independent		
Type of school	Japanese		
Date school opened	1989		
Age range of pupils	15–19 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 46	Girls: 21	Total: 67
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of boarders	Boys: 42	Girls: 16	Total: 58
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£9,500 plus £2,300 entrance fee		
Annual fees (boarders)	£16,200 plus £2,300 entrance fee		
Address of school	Framewood Road, Wrexham, Slough, SL2 4QS		
Telephone number	01753 663712		
Email address	junichi.murai@teikyofoundation.com		
Headteacher	Mr Junichi Murai		
Proprietor	Teikyo Foundation		