

Teikyo School (UK)

Framework Road, Wrexham, Slough, SL2 4QS

Inspection dates 17–19 September 2013

Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Adequate	3
Leadership and management	Adequate	3
Overall effectiveness of the boarding experience	Adequate	3

Summary of key findings

This school is good because:

- It is confident about its purpose and sets out clear expectations for parents and carers of what it can achieve.
- The teaching is good and enables students to make good progress over time, especially in their acquisition of written and spoken English.
- Students achieve well over time in all subjects as a result of good teaching and attitudes to learning.
- The curriculum is good and helps students to prepare well for the next stage of their education.
- Students are happy at the school. They behave well and relationships throughout the school are very good.

It is not yet outstanding because:

- The implementation of some school policies lacks rigour; this applies especially to some policies regarding boarding.
- The quality of the boarding provision is adequate because leaders and managers have not focused sufficiently on meeting all the national minimum standards for boarding.
- Teaching is not formally observed by senior managers to know where the weaknesses in teaching lie and how they could be improved so as to raise achievement even further.
- School improvement plans are not detailed enough to secure further improvement in pupils' achievement.

Compliance with regulatory requirements and national minimum standards for boarding schools

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendments) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the report.
- The school does not meet the national minimum standards for boarding schools.

Information about this inspection

- The inspection was undertaken with half a days' notice. Thirteen lessons were observed, some with the deputy headteacher, and opportunities were taken to observe the residential provision.
- Meetings were held with leaders and staff members of the school and in the residential facilities, as well as with day and residential students.
- No responses to the Parent View online questionnaire could be taken into account as the majority of parents and carers do not read English. The school requested that they could translate the questions into Japanese and email them to the parents and carers in Japan. Their response was very positive with 42 parents and carers reporting that their children are making good progress and are happy at the school. Fifteen staff questionnaires were also very positive.
- Written evidence was examined, including work in students' books, schemes of work and data on students' progress.

Inspection team

Jill Bainton, Lead inspector

Additional Inspector

Thomas Webber

Social Care Inspector

Full report

Information about this school

- The school, which was founded in 1989 and has charitable status, is part of a worldwide group of educational establishments owned and run by the Teikyo University Group. It is located on an extensive site in South Buckinghamshire, just north of Slough.
- It provides an education for male and female students between the ages of 15 and 18 years. There are currently 48 boys and 24 girls attending the school. According to the Japanese school system all the students are of post-compulsory school age.
- The boarding provision currently accommodates 44 boys and 17 girls. All students come from Japan and most board at the school, although a small number attend the school daily.
- No student has a statement of special educational needs.
- The school's aim is '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 and short-term placements at the Teikyo Study Abroad Programme.
- The school's last full education inspection was in May 2010 and the last full social care inspection was in January 2012. An integrated progress monitoring inspection was carried out in November 2012. A social care monitoring inspection was carried out at the same time as this inspection. The findings are included in this report and will not be published separately.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is all good or outstanding by:
 - ensuring that senior leaders make formal checks on the quality of teaching and learning to identify and address any weaknesses.
- Improve leadership and management so that there are clear processes in place to ensure:
 - a more rigorous approach to school improvement planning and review that focuses on improving the quality of teaching
 - that checking systems, including the performance management of staff and lesson observations, are systematically planned, carried out and reviewed
 - that the national minimum standards for boarding are rigorously implemented.
- **The school must meet the following independent school regulations**
 - Ensure that where boarding accommodation is provided, arrangements are in place to safeguard and promote the welfare of boarders which have regard to the national minimum standards for boarding schools, as applicable (paragraph 8).
 - Ensure that the written policy to promote good behaviour among pupils which sets out the sanctions to be adopted in the event of pupils misbehaving is implemented and recorded accurately (paragraph 9).
 - Ensure that the record of the sanctions imposed upon pupils for serious misbehaviour is accurately kept (paragraph 16).
- **The school must meet the following national minimum standards for boarding schools**
 - Ensure that the school has and consistently implements a written policy to promote good behaviour among pupils. This policy includes: measures to combat bullying and to promote positive behaviour; school rules; disciplinary sanctions; when restraint is to be used; and arrangements for searching pupils and their possessions (NMS 21.1).

- Ensure that the policy complies with relevant legislation and guidance and is understood by staff and pupils (NMS 12.2).
- Ensure the records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate (NMS 13.3).
- 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 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 the school has, and follows, an appropriate policy on responding to complaints that is compliant with the relevant regulatory standards (NMS 18).

Inspection judgements

Pupils' achievement

Good

Students are making good progress in their academic learning and their learning of English due to good teaching and a good curriculum. There is a suitable emphasis on improving the students' written and spoken English and, by the third year, many become competent English speakers and achieve commendable results in internationally recognised English tests. Students have to obtain an acceptable level of achievement in the core subjects in Japan to be able to attend the school and are supported to do this through the broad Japanese curriculum. Admission requirements are stringent and all students have attained challenging academic standards before entering the school. They then follow a programme of study for high school students, which enables them to access a university at the age of 18. This programme is well suited to the abilities of the students. Students will be able to enter Teikyo University or other universities when they graduate from the school. Some choose to pursue their university education in the United Kingdom or United States of America.

Overall success rates are high and, as a result, all students progress to universities of their choice. During their time at the school a range of examinations are taken in each subject twice each term, including English and mathematics. If students do not pass the examinations to a satisfactory standard in all the subjects studied and achieve the required standard they can retake them at the end of the academic year and a small proportion of students are given additional subject support when needed. This combination of assessment and support is successful in enabling students to make good progress across a range of subjects. All students must attend a high proportion of lessons to gain accreditation for each subject and high attendance levels contribute positively to their attainment. All students gain the required accreditation as they successfully pass their examinations in all the subjects studied and make sufficient progress to enable them to access university or further education.

Pupils' behaviour and personal development

Good

Students' behaviour is good and they now have increased opportunities for personal development since the previous inspection. Students report that they are happy at school and this is very well supported by the large number of parents and carers who responded very positively to the questionnaire. Students are growing in self-confidence and independence; this again is an improvement since the last inspection. The students' good behaviour is not merely a reflection of cultural expectations but it also demonstrates their commitment to their learning and enjoyment of their lessons. They have the chance to go up to Central London on Saturdays and confirm that they enjoy shopping. Older students are encouraged to take an active role in supporting the younger ones. Students report that they are treated as young people with valued opinions and ideas. No extreme political views or ideas are expressed at the school and all cultures are respected. The detailed personal, social and health education lessons cover a very wide range of subjects including personal relationships.

The spiritual, moral, social and cultural development of students is promoted effectively. Students are taken on many visits outside school, both in this country and abroad, which help to foster positive relationships and promote cultural harmony. Students mix well around the school and enjoy nourishing communal meals. Attendance is very good and students are marked as attending each lesson; these marks contribute to their overall reports, which are detailed and regular for parents and carers. The school has contact with local schools who visit the school for Japanese Day, when students perform a tea ceremony and demonstrate how to put on a Kimono. The school invites the local community to events such as their annual fete in October. The boarding provision helps to reinforce and develop positive student attitudes and awareness through their engagement with the local community.

Quality of teaching**Good**

The teaching is good and, as a result, the students enjoy learning and achieve good results. Teaching in Japanese schools is generally formal with students listening and taking notes and not venturing opinions. The school has tried hard to address this lack of response in lessons, especially in English, cultural studies and Japanese lessons where the students are encouraged to take a more active role, for example, by discussing with a partner in cultural studies comparing English to American vocabulary. In spoken English lessons the students are encouraged to use a range of adjectives to describe photographs. Teachers demonstrate good subject knowledge and information and communication technology is used well to support learning with students researching and devising their own websites.

Lessons are generally successful as they are well planned and focused on increasing the students' knowledge and understanding, for example, in classical Japanese lessons students have to achieve a high level in order to enter university. They behave very well in lessons and are respectful to the staff. Classroom management is good and supported by the very positive relationships between the teachers and students. Students say that teachers are helpful and willing to go over areas of work that they find difficult in order to support their understanding. They are very responsive to the caring ethos of the school and the reinforcement of positive behaviour. In general, students have a mature attitude to learning. The best lessons have a clear sense of purpose and a sharp focus on what pupils need to learn, while in some lessons the pace can be slower with the teacher speaking at length and not leaving sufficient time for students' engagement during the lesson. Where teaching is most effective teachers involve even the most reserved students through their enthusiasm and careful choice of learning strategies. Students' work is marked and feedback is given in lessons to help them to improve. Sport features highly using the extensive grounds, with football taught to a high level and team games are used well to foster relationships. Students have the chance to learn to play musical instruments and have formed their own band.

Assessment strategies have improved. The school has a programme of regular testing and teachers keep careful records of the marks achieved by students in their classes. Teachers have a good understanding of individual students' abilities and learning needs. This usually ensures that students are appropriately challenged. Resources are generally good and support the curriculum well. The school has appropriate text books and a well-stocked library. All students are confident users of computers as each student has their own laptop computer as well as an electronic dictionary.

Quality of curriculum**Good**

The quality of the curriculum is good and enables students to achieve well. It is based on the Japanese curriculum outlined by the Ministry of Education, Culture, Sports, Science and Technology in Japan and modified to reflect the specific nature of the school and the needs of the students. Students must follow this curriculum in order for them to be credited by the Japanese government as high school graduates on their return to Japan. The Japanese academic year begins in April and follows three terms. In the first year, the curriculum is broad and appropriate for students studying in England. It encompasses Japanese, written English, English conversation, mathematics, British history, modern social studies, science and human living, art, physical education (PE), information and communication technology (ICT) and a programme of personal, social and health education (PSHE). In the second and third years, it widens to include a range of subjects which allow for suitable specialization and good preparation for higher education. Subjects studied include classical Japanese literature, biology, chemistry, world history, politics and economics, general studies and basic domestic science. The range of curriculum subjects offered is suitable for the students to enable them to access the next stage of their education either in Japan or elsewhere. The curriculum meets the required areas of learning for independent schools, is well planned and

suitable for the students' age range. There is added flexibility three times a week, when students have a choice of academic and sports activities at the end of the school day. Students can gain a football coaching licence while at the school.

Provision to promote students' literacy, numeracy, speaking, listening and thinking skills is good within the Japanese curriculum. The curriculum is enhanced well by extra-curricular activities. Students go on many visits outside school to increase their understanding of both the British and European way of life. Recent visits have included to Barcelona, Rome, Florence, Berlin, Paris, London and Scotland. The effective Japanese PSHE programme covers a very wide range of topics including first aid, mental and physical well-being, nutrition, drugs education, family planning and road safety. Careers education makes a valuable contribution to preparing students for the next stage of their education and students assist in local primary schools and shops. This helps to develop their understanding of the English culture and language. Students are well prepared for the opportunities and responsibilities of adult life. They develop independence through a range of aspects of their life at the school, including through the experience of boarding at school in a foreign country.

Pupils' welfare, health and safety

Adequate

Arrangements for students' welfare, health and safety are adequate and improvements have been made since the last inspection. Most but not all regulations for welfare, health and safety are met. There are appropriate policies in place, most of which are effectively implemented. These ensure that teaching staff work to safeguard students, to prevent bullying, and to develop a community feel in the school. All staff are trained in safeguarding and the designated persons have recently updated their training and reviewed their policy to reflect the local safeguarding board requirements. This is an improvement since the last visit. The school checks the suitability of all staff to work with children and the information is recorded in a single central register of staff appointments. Procedures have been much improved since the last inspection. However, the implementation of the behaviour policy is not always effectively recorded in the boarding provision. Improvements have been made and the school has recognised that the information on any incidents needs to be recorded more accurately. During lessons and around the school the students' behaviour is good and they are adamant that there is no bullying. The anti-bullying policy has been more effectively implemented since the last visit.

Leaders and managers pay good attention to safety at the school with fire regulations met, risk assessments in place for all activities both on and off site, and to routine safety checks. These procedures have been made more robust since the last inspection. There are many first aiders and the students report that they are well cared for. Supervision has improved but the records for incidents and sanctions are not yet sufficiently robust or comprehensively maintained and do not reflect the outcomes of any actions taken. The attendance and admission registers meet the regulations. There are some weaknesses in the implementation of the national minimum standards for boarding schools. Although these do not place students at risk, they do require attention. Senior boarding staff have varying amounts of experience but are now better line managed by the senior school staff. However, the senior boarding staff still do not have a comprehensive induction programme or hold relevant United Kingdom boarding qualifications. This is partly due to the fact that they are unable, due to their limited English, to access the necessary training in this country. The school has responded positively and made arrangements for them to train in their own language.

Leadership and management

Adequate

The quality of leadership and management is adequate and enables students to achieve well. However, it is adequate rather than good as the leaders have not ensured that the national minimum standards for boarding are fully met. This, in turn, results in a small number of unmet education regulations. The head of the school acts as an administrator, carries out his duties

efficiently and the curriculum is overseen by the deputy headteacher who is very knowledgeable in this area. There are comprehensive policies and procedures to cover all regulatory requirements and these are mostly implemented well. The curriculum laid down by the Japanese government is well taught. The school has begun to monitor teaching, but it is not yet formalised to make it more effective in raising the quality of teaching. Staff appraisal has been introduced recently. The school has not yet devised a robust development plan to address the non-compliance with the national minimum standards for boarding or a self-evaluation which enables it to know itself well and to prioritise actions to sustain improvement.

The school provides all the required information for parents and carers. They are provided with very regular information about their child's progress and informative newsletters keep them in touch with developments at the school. There is a suitable procedure for managing complaints which is also available on the school website. Improvements have been made to the procedures since the last inspection but in some cases there appears to be a lack of interpretation of what constitutes a complaint in the boarding provision and, as a result, not all complaints are recorded centrally which does not assist in their effective monitoring. The proprietor has ensured that all the regulations relating to the premises are met, including those for the boarding accommodation, which is good, but not all regulations are met for education or boarding. Staff questionnaires show morale is high and staff training opportunities have improved recently.

What inspection judgements mean

School and boarding		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education and care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education and care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education and care has serious weaknesses.

School details

Unique reference number	110570
Social care unique reference number	SC023092
Inspection number	422701
DfE registration number	825/6013

This inspection was carried out 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. The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Japanese boarding school
School status	Independent school
Age range of pupils	15–18
Gender of pupils	Mixed
Number of pupils on the school roll	72
Number of part time pupils	0
Number of boarders on roll	61
Proprietor	Teikyo Foundation
Headteacher	Mr Junichi Murai
Date of previous school inspection	November 2012
Annual fees (day pupils)	£9,500 plus £2,400 entrance fee
Annual fees (boarders)	£17,100 plus £2,400 entrance fee
Telephone number	01753 663712
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