

Inspection of London Bunka Yochien

307a Horn Lane, Acton, London W3 0BP

Inspection dates: 21 to 23 June 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Leaders and the proprietors have not ensured effective safeguarding arrangements. Procedures for identifying and managing safeguarding concerns are weak. Leaders' and staff's knowledge of how to keep pupils safe is too limited. Leaders do not do enough to assess and reduce risks to pupils' welfare. They do not understand and keep up to date with safeguarding legislation and guidance.

Pupils behave well. They enjoy coming to school to see their friends. Staff set high expectations for pupils' conduct. Bullying is extremely rare. When it happens, it is dealt with promptly. Staff act quickly to prevent any misbehaviour from escalating. Pupils feel valued and part of the school community.

In most areas of learning, leaders' expectations of pupils' achievement are not high enough. Learning to read, write and communicate in English is given too little priority. This limits pupils' readiness to learn successfully in the next stage of their education.

The provision for personal development does not support pupils' preparation for life in modern Britain. For example, pupils are taught very little about fundamental British values or difference, including about the faiths and cultures of others.

Pupils learn about and explore their own cultural heritage. Parents and carers appreciate the strong focus on Japanese culture and values and praised this aspect of school life.

What does the school do well and what does it need to do better?

The school caters for pupils aged two to six. Leaders have not ensured that a coherent and ambitious curriculum is in place for all the year groups in this age range. Pupils are not taught a sufficiently broad curriculum, including in the early years. The school is not compliant with the learning and development requirements of the early years statutory guidance. Leaders' lack of ambition for pupils' achievement means that pupils are not prepared for their next stage in education.

The curriculum does not support pupils to develop their ability to communicate, read or write in English. Leaders have not made early reading a priority. Reading is not taught and no curriculum for reading is in place. Staff have not been trained to teach pupils how to read. They do not use a phonics programme. Pupils have access to books which they can explore for pleasure. However, the school does not have any books which are suitable for helping pupils to practise reading and build up their phonics knowledge.

In most other areas of learning, expectations are also too low. This is particularly the case in leaders' and staff's approach to developing pupils' understanding of the wider world. The curriculum provides too few opportunities for pupils to find out about a range of people and places and develop an awareness of people and events

in the past. The range of resources and activities is narrow. In early mathematics and physical development, leaders have given more thought to how pupils should develop their knowledge. For example, younger pupils practise recognising numbers and counting up to 10. Staff encourage pupils to use their understanding of number in different contexts, such as solving puzzles.

Staff observe pupils as they plan and learn. They check pupils' understanding and think about what pupils need to learn next. However, teachers do not know how to identify pupils who may have special educational needs and/or disabilities (SEND). Leaders have not made suitable arrangements to ensure that pupils' needs are assessed and catered for. Staff receive too little training and guidance on how to adapt learning for the needs of all pupils. Leaders and staff are unaware of the expertise and specialist support they could use to support pupils, such as drawing on the advice of external therapists.

Staff have high expectations of pupils' behaviour and conduct. Pupils concentrate well and listen to instructions in lessons. Staff quickly address any low-level disruption. At lunchtimes, pupils' behaviour is sociable and orderly. Pupils' social development is supported well. Staff encourage pupils to share and take turns, and pupils readily help their peers, for example by setting the table for lunch. Pupils also learn about ways that they can keep themselves safe and healthy.

Other aspects of the curriculum for personal, social, health and economic (PSHE) education are not planned well. Pupils have limited opportunities to learn about different faiths and the cultural traditions of others. Pupils are not taught enough about the diversity of modern Britain or the institutions and values that underpin British society. Leaders have not ensured that the school promotes pupils' awareness and understanding of difference, including in relation to people with protected characteristics.

Leaders do not have a policy for relationships education. They have not thought about how they might teach pupils, in an age-appropriate way, about healthy and respectful relationships. The statutory guidance for relationships education is not followed.

Leaders and proprietors have an overly generous view of the school's effectiveness. They do not understand the most pressing school improvement priorities. The proprietors have not acted to identify and address weaknesses in the school. As a result, the school's effectiveness has declined significantly since the previous inspection.

Leaders have not ensured that the school meets all of the independent school standards, including those requirements related to the quality of education. Statutory guidance for admissions and attendance is not followed.

The school does not comply with schedule 10 of the Equality Act 2010. Leaders' oversight of equalities provision and their implementation of the accessibility plan are weak.

Staff feel well supported. They enjoy working at this school. Staff feel that their workload and well-being are well considered by leaders.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not ensured that policies and procedures are fit for purpose. Policies are out of date and contain inaccurate information. The arrangements set out in the school's safeguarding policy are not implemented effectively. The statutory safeguarding and welfare requirements of the early years foundation stage are not met.

Leaders responsible for safeguarding have not had appropriate training to fulfil their roles effectively. Leaders are not aware of the requirements in relation to children missing in education, including the information they must provide to the local authority when removing a pupil from the admission register. Leaders and the proprietors have a poor understanding of their legal requirements. The lax attitude to safeguarding throughout the school puts pupils at risk.

The school's safeguarding policy is not appropriate because it does not incorporate the most recent statutory guidance. However, paper copies of the policy are made available to parents.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not secured a strong culture of safeguarding. Consequently, pupils are at risk. Leaders must act swiftly to implement effective policies and systems for safeguarding. They should ensure that safeguarding arrangements are based on the most recent statutory guidance and that all leaders and staff receive the necessary training to carry out their roles and responsibilities effectively.
- The proprietors do not have an accurate understanding of the school's strengths or priorities for improvement. Their understanding of government guidance, including for safeguarding, is weak. They have not followed any government guidance since 2018. In some cases, they were not aware that such guidance existed or that it had changed since the previous inspection. This has led to a significant drop in standards and weak implementation of policies and procedures. Leaders, including the proprietors, should ensure that the school meets all the independent school standards, including those related to admissions and attendance. They should improve the effectiveness of leadership and management so that all government guidance and legislation are understood and implemented effectively.
- The teaching of early reading has not been given priority. Pupils are not taught to read using phonics. This means that pupils do not learn to read during their time at the school. Leaders should ensure that a well-planned early reading

programme is in place. They should ensure that staff are suitably trained to implement the programme. They should ensure that reading books are well matched to the phonics knowledge that pupils have learned. They should ensure that weaker readers are well supported in order for them to keep up with the others.

- There is no coherent curriculum in place for all of the required areas of learning in all year groups. Teachers do not plan clear and logical sequences of learning in most subjects, including in the early years. These weaknesses mean that pupils do not learn or remember subject knowledge as well as they should, including when learning to read and developing their ability to communicate in English. Leaders must ensure the school provides a high-quality curriculum with suitable provision for pupils of all ages and needs. Leaders should ensure that staff are provided with training and resources to help them to plan and deliver the content of each subject so that pupils learn more and remember more.
- Leaders and staff do not have the professional knowledge to identify pupils with SEND or to access support from external agencies. As a result, some pupils' needs are not identified and met effectively. Leaders should ensure that staff identify and understand pupils' needs accurately. They should support staff to make appropriate adaptations to the planned learning, taking into account pupils' specific needs.
- The programme to support pupils' personal development is not well planned. Leaders do not provide pupils with sufficient opportunities to learn about British values. Pupils are not taught enough about the ways people can be different. This includes learning about different faiths and cultural traditions. Leaders must ensure that a comprehensive and well-planned PSHE curriculum is in place and implemented effectively.
- Leaders have not followed statutory guidance for relationships education. Pupils are not taught, in an age-appropriate way, about respectful relationships and different types of families. Leaders should devise and implement a suitable policy and plans for relationships education. They should consult with parents on the planned approach and make sure that the provision of relationships education follows all statutory guidance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	131755
DfE registration number	307/6079
Local authority	Ealing
Inspection number	10210784
Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 6
Gender of pupils	Mixed
Number of pupils on the school roll	13
Proprietor	Yukimi Asato and Akiko Nagai
Headteacher	Yukimi Asato
Annual fees (day pupils)	£6,750
Telephone number	07714 518079 and 07710 450287
Website	www.londonbunka.com
Email address	home@londonbunka.com
Date of previous inspection	30 January to 1 February 2018

Information about this school

- The school does not use any alternative education provision.
- Leaders aim to provide an education which combines elements from both the Japanese and English early years curriculums.
- The school's previous standard inspection took place in February 2018. This inspection found the school's overall effectiveness to be good.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors did deep dives in these subjects and areas of learning: reading, mathematics, understanding the world and physical development. Inspectors looked at the curriculum plans in these subjects. Inspectors talked to pupils about their work, visited lessons, looked at pupils' work and spoke to teachers.
- Inspectors held meetings with the headteacher and other senior leaders, including the proprietors.
- An inspector toured the school premises and reviewed policies and procedures to check the school's compliance with the independent school standards.
- An inspector scrutinised a range of documents related to safeguarding. Inspectors spoke to staff about the impact of the safeguarding training that they receive. Inspectors looked at the school's behaviour, bullying and incident logs. The school's single central record, which includes recruitment checks made on staff, was also scrutinised.
- Inspectors considered the responses to Ofsted Parent View.
- An inspector met with the special educational needs coordinator to discuss the provision for pupils with SEND.
- Inspectors observed pupils' behaviour in lessons and during social times. Inspectors spoke with some pupils through the use of an interpreter.

Inspection team

Karen Matthews, lead inspector

Ofsted Inspector

Madeleine Gerard

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act [9];
 - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor-

- 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
- 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
- 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5 (b) ensures that principles are actively promoted which-
 - 5 (b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those

living and working in the locality in which the school is situated and to society more widely;

- 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

- The school does not meet the requirements of schedule 10 of the Equality Act

2010. The school does not have a suitable accessibility plan.

The school failed to meet the following statutory requirements of the early years foundation stage

The learning and development requirements

- 1.3. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.
- 1.4 Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:
 - communication and language
 - physical development
 - personal, social and emotional development.
- 1.5. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
 - literacy
 - mathematics
 - understanding the world
 - expressive arts and design.
- 1.6. Educational programmes must involve activities and experiences for children, as follows:
 - Communication and language: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
 - Literacy: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves

both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- Understanding the World: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.
- 1.13. For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

The safeguarding and welfare requirements

- 3.6: Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
- 3.7: Providers must have regard to the government’s statutory guidance ‘Working Together to Safeguard Children’ 17 and to the ‘Prevent duty guidance for England and Wales’18. All schools are required to have regard19 to the government’s ‘Keeping Children Safe in Education’20 statutory guidance, and other childcare providers may also find it helpful to refer to this guidance.

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