

Teikyo School (UK)

Independent School

Inspection report

DfES Registration Number	825/6013
Unique Reference Number	110570
Inspection number	301651
Inspection dates	22-23 May 2007
Reporting inspector	Michael Thirkell AI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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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, in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school

The school is part of a world-wide group of educational establishments owned and run by the Teikyo University Group. It was founded in 1989 and has charitable status. The school provides education for male and female students between the ages of 15 and 18. There are currently 24 boys and 18 girls attending the school, of whom 15 are of compulsory school age. Most students come from Japan and board at the school, although about one fifth, whose parents live locally, attend the school on a daily basis.

The Japanese academic year starts in April, so at the time of the visit the first-years (15 year olds) had only been at the school for less than two months. On occasions other groups of school age students use the school facilities for short periods whilst attending English language or activity courses. At the time of the visit there were groups of primary aged English pupils attending activity courses operated by a commercial company. Occasionally students from the school are placed at nearby independent and grammar schools, to provide a further opportunity to experience British education and to develop their understanding of English.

The school is located on an attractive site near to Slough, in South Buckinghamshire. The prospectus describes the school aim as *'to cultivate and nurture minds which thrive on hard work and understanding of the problems of others'*.

The school was last inspected by Ofsted in November, 2002 and by the Commission for Social Care Inspectorate (CSCI) in November, 2005.

Evaluation of the school

Despite a further fall in the numbers of students since the last inspection by Ofsted, the school has made progress in meeting the requirements for registration. After some delay it has responded positively to the recommendations made by the last inspection by CSCI. The curriculum has a number of important strengths, although the school uses too few strategies to encourage students to speak English. Teaching is good and students are generally well cared for. The quality of the school environment and facilities are outstanding.

Quality of education

The quality of the curriculum is good. It is suitable to meet the needs of students of all ages and ability. In most respects it provides them with an appropriate range of opportunities to learn and make progress. All students study a curriculum based on the Japanese national curriculum modified to meet the aims of the school, which are clearly articulated in the prospectus. Students of compulsory school age study Japanese, British and world history, mathematics, chemistry, physical education, art, oral and written English. The curriculum is supported in most respects by appropriate plans and documentation.

The curriculum is suitably broad and students experience all the areas of learning identified by English requirements. It has distinct differences to the English curriculum. For example, information technology (IT) is not studied by students in the first year, although they demonstrate familiarity with and use of IT throughout the curriculum. The only science taken is chemistry. Nevertheless, in other respects the curriculum demands and provision are broader than for English students of a similar age. For example, students develop an understanding of the comparative structure of traditional and modern Japanese literature. Provision to support students' progress in literacy, numeracy, speaking and listening is good in the context of Japanese, although guidance to support their development in speaking and listening in English is inadequate and does not overcome students' natural reluctance to use English. As first year students have only arrived at the school in April, when the Japanese school year begins, their use of English is for the most part still limited. There are no students with statements of special need and the school makes no specialist provision for students with learning difficulties.

All students take a course in health education which is the Japanese equivalent of the personal, social and health education studied in English schools. The provision in this aspect of the curriculum is good. It includes drugs education, sex education, care of the environment and basic first aid. Although the school nurse contributes to the programme, the school does not yet take the opportunity of inviting outside speakers, such as the local police.

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. Although careers education is not included as a specific feature of the curriculum, in other respects students of all ages have good opportunities to develop appropriate skills through the school's community exchange provision. They have visited and taken part in activities in a number of settings, such as a primary school and a local bakery. Students' personal development is further enhanced by the wide range of extra activities provided for them. As well as community activities new students have already had the opportunity of visiting North Wales as part of a whole school visit. They take part in a range of cultural activities, which are occasionally linked to the

local community. They benefit from a range of sporting opportunities provided by the school's outstanding facilities.

The quality of teaching in the school is good. 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.

In good lessons pupils are set work that matches their ability and takes their learning forward. The quality of the teaching is enhanced by the effective use of time and the setting of a good pace. The lessons have a clear sense of purpose and a sharp focus on what pupils need to learn. Where teaching is most effective teachers involve even the most reserved students through their enthusiasm and careful choice of learning strategies. Teachers place strong emphasis on explaining key vocabulary to students through the use of effective and detailed questioning. On occasions the strategies used to develop students' skills in speaking English are too limited to ensure sufficient progress.

Assessment strategies are satisfactory. The school has a programme of regular testing and teachers keep careful records of the marks achieved by students in their classes. Small class sizes also ensure that teachers have a good understanding of individual student's abilities and learning needs. This usually ensures that students are appropriately challenged. The best marking tells the students why they have done well and gives them a target to aim for. However the quality of the written feedback thorough marking is too variable. The school has no written assessment policy or guidance on marking to ensure consistency in the teachers' practice.

Resources are generally good and support the curriculum well. The school has appropriate text books and a well stocked library. Whilst the IT suite is relatively small, all students are confident users of computers as each student has their own laptop computer as well as an electronic dictionary. The good science laboratory is not being used effectively as it is currently and inappropriately used for storage.

Spiritual, moral, social and cultural development of the pupils

The quality of students' spiritual, moral, social and cultural development is good. Through the whole experience of their life at school and experience of living abroad, the student's self-knowledge, self-esteem and self-confidence is effectively developed. Development of self-confidence and self-esteem is effectively supported by most teachers through the use of praise and humour in lessons. Spiritual development is an integral part of the curriculum. For example, in studying classical and modern Japanese literature, students were encouraged, through structure of the writing, to reflect upon the life of a grandmother in hospital and how her love of nature, and in particular of flowers, was passed to her family.

Students are generally very well behaved, although on occasions the attention given to their studies by one or two boys diminishes towards the end of a busy school day. Relationships between teachers and students and between students are good. Students understand the difference between right and wrong and understand the sanctions that will be applied if they do not follow the school's expectations of their conduct.

Students' cultural development is outstanding. Students have a wide range of opportunities to take part in sporting and cultural activities. Their experience of British and world cultures is extended through studying British and world history as well as Japanese history.

Welfare, health and safety of the pupils

The provision for the welfare and the care of students is good in most respects. The inspection by CSCI in 2005 raised a number of concerns with the school and made a number of recommendations for improvement. The school, after some delay, has now addressed the key issues raised in that report. Among a range of carefully developed policies and procedures, most of which are implemented well, the school has documents relating to the health and safety of students on school visits outside the school. The documents relating to these visits are not implemented.

The school has appropriate policies in place to prevent bullying and to promote and safeguard the welfare of students, as well as to guide their behaviour. The roles of staff in supervising and implementing the policies are set out in the staff handbook and the school's central record of policies that are provided for teachers. All documents are appropriately dated and signed by the school's headmaster.

Supervision of pupils is mainly good, but the procedures are not sufficiently rigorous in ensuring that this is applied to younger students who occasionally make unsupervised trips outside school. Records of incidents, accidents and sanctions are maintained appropriately by designated staff. Details of admissions and attendance are carefully maintained. Compliance with the Disability Discrimination Act is effectively supported by the school's three year access plan.

Suitability of the proprietor and staff

There are good administrative procedures and written guidance in relation to the employment and dismissal of staff, but in practice all staff have not been subject to appropriate checks to confirm their suitability to work with young people. In addition, not all staff have been subject to satisfactory clearance with the Criminal Records Bureau at appropriate levels and not all members of staff have had their medical fitness confirmed or been required to provide written references. The school does not carry out checks of Japanese staff with the appropriate authorities.

School's premises and accommodation

Premises and accommodation are of a good standard and fully comply with all regulations. The school has attractive buildings set in spacious grounds which provide a pleasant environment for learning. Facilities for sports are outstanding. The swimming pool and spacious sports hall is occasionally shared with the local community. Expansive playing fields form part of the school grounds and there are plenty of opportunities for recreational activities. Every boarding student has their own private study with a private bathroom.

Provision of information for parents, carers and others

Information provided to parents is satisfactory overall. The school provides most of the required information to parents through its website. There is also an informative prospectus that sets out the broad principles by which the school runs. Reports provided each term helpfully inform parents about the areas of learning as well as students' performance in examinations. However, the school does not make it clear that parents may request information relating to the school's policies on bullying, child protection and complaints, as well as staff and their qualifications.

Procedures for handling complaints

The school's complaints policy meets the requirements in all respects, except that parents are not made aware that it is available on request from the school.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- ensure that the school's documentation and risk assessment, that support the health and safety requirements with respect to visits made by students out of the school, are implemented (paragraph 3(2)(c)).

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- prior to the confirmation of the appointment of all staff ensure that checks relating to their suitability to work with children are completed (paragraph 4(b))

- ensure that medical and reference checks are undertaken for all new staff (paragraph 4(c))
- ensure that all opportunities are taken to check the suitability of foreign staff in line with DfES guidance (paragraph 4(f)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- ensure that parents are aware they can request from the school particulars of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving (paragraph 6(2)(h))
- ensure that it is made clear to parents that they may request 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 from the school (paragraph 6(2)(j))
- make clear to parents that they may request details of the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 6(2)(k)).

The school does not meet all requirements in respect of procedures for handling complaints (standard 7) and must:

- ensure that parents are aware that a copy of the complaints policy can be requested from the school (paragraph 7(b)).

What the school could do to improve further

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

- consider how guidance and strategies to improve students' spoken English can be improved
- further develop links with the local community.

School details

Name of school	Teikyo School (UK)		
DfES number	825/6013		
Unique reference number	110570		
Type of school	Japanese		
Status	Independent		
Date school opened	1989		
Age range of pupils	15-18		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 24	Girls: 18	Total: 42
Number of boarders	Boys: 20	Girls: 16	Total: 36
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£9,480		
Annual fees (boarders)	£15,730		
Address of school	Framewood Road Wexham Slough Buckinghamshire SL2 4QS		
Telephone number	01753 663712		
Fax number	01753 663819		
Email address	teikyo.uk.japanrep@dial.pipex.com		
Headteacher	Mr Yoshio Inayama		
Proprietor	Teikyo Foundation		
Reporting inspector	Michael Thirkell AI		
Dates of inspection	22-23 May 2007		