

Teikyo School

Independent school inspection report

DCSF registration number	825/6013
Unique Reference Number (URN)	110570
Inspection number	353812
Inspection dates	19–20 May 2010
Reporting inspector	Michèle Messaoudi

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 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

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

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090070

© Crown copyright 2010



Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A¹ of the Education Act 2002, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Teikyo 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. It provides education for male and female students between the ages of 15 and 18. There are currently 32 boys and 19 girls attending the school, of whom 17 are of compulsory school age. None has a statement of special educational needs. Most students come from Japan and board at the school. Five students, whose parents live locally, attend the school on a daily basis. As the Japanese academic year starts in April, nearly half of the students were new at the time of the inspection and had only been at the school for six weeks. On occasion, other groups of school-age students use the school facilities for short periods while attending English language or activity courses.

The school is located on a spacious site near to Slough, in South Buckinghamshire. The prospectus describes the school's 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 May 2007 and the boarding provision by the Commission for Social Care Inspectorate (CSCI) in September 2008. A copy of this report is available on the Ofsted website. Although brief references are made to boarding in this report, it was not formally inspected on this occasion.

Evaluation of the school

Teikyo School provides a good quality of education and meets its aim, under the leadership of a new team that has secured significant improvements in the overall provision. Students make good progress because the curriculum and teaching are good and help them develop a wide range of skills that prepares them well for their future. While students' spiritual, moral, social and cultural development is good overall and is reflected in their good behaviour, their cultural development is outstanding. Safeguarding arrangements comply with the latest requirements and deficiencies in recruitment procedures reported in the 2007 and 2008 inspections have been rectified. Although the school has significantly improved some aspects of its provision for students' welfare, health and safety, and staff provide good day-to-day care, the implementation of some policies and procedures lacks rigour and this

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

provision is only satisfactory. The school complies with all but two of the regulations for independent schools.

Quality of education

The quality of education is good and students are well served by a good curriculum that is broad and balanced. The curriculum is based on the Japanese curriculum and modified to reflect the specific nature of the school and the needs of the students. In the first year, the curriculum encompasses Japanese, written English, oral English, mathematics, British and world history, sociology, general science, art, physical education (PE) and a programme of personal, social and health education (PSHE). In the second and third years, it widens to include classical Japanese literature, ethics, biology, chemistry, Japanese history, crafts, calligraphy, general studies and basic domestic science. Information technology (IT) is taught once a week as a two-year course or twice a week as a one-year course. 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. Provision for oral English, judged to be inadequate in the 2007 inspection, has improved significantly through the use of a wider range of strategies, including the provision of drama, and is now good. Provision to promote students' literacy, numeracy, speaking, listening and thinking skills is good within the Japanese curriculum. However, curricular opportunities to develop communication and thinking skills of a higher order are not sufficiently enhanced through enrichment activities to overcome students' reluctance to express themselves orally. Provision for PE is particularly good and is enhanced well by extra-curricular activities. The 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 has developed since the last inspection and makes a good contribution to preparing students for the next stage of their education.

Teaching and assessment are good. Good teaching is underpinned by excellent subject knowledge, high expectations of students' work and behaviour, and good methodology that breaks new material into small units to facilitate learning while maintaining a high level of challenge. Teaching encourages collaborative and independent work and gives targeted support to those who need it. It makes effective use of humour to sustain students' interest and to engage even the more reserved students. Where teaching is outstanding, it challenges students to think creatively, making connections between different areas of knowledge, and so promotes intellectual development very effectively. It communicates enthusiasm for the subject and a strong desire to excel. On occasion, the teaching is only satisfactory when it does not give students sufficiently clear instructions or demonstrations before a task; at times, by talking for too long, teachers miss opportunities to develop students' thinking and speaking skills. Resources are used effectively to support learning and students are encouraged to use their electronic dictionaries frequently to check key words. The creation of a deputy headteacher role helps the staff to coordinate their work effectively to support students' progress. The assessment framework includes regular testing culminating in the preparation

for the entry examinations to Japanese universities. Students gain an understanding of how to improve through marking that contains constructive comments, through termly progress reports and through progress meetings with staff. However, while some teachers' written comments clearly indicate what the students need to do to improve, many comments are too general and not specific to subjects. There is no guidance for staff on assessment, marking and reporting to parents, to share the best existing practice. This was also noted in the 2007 inspection. Nevertheless, good teaching enables students to make good progress and most gain entry to a Japanese university.

Spiritual, moral, social and cultural development of the students

Students' spiritual, moral, social and cultural development is good. Students enjoy school life and learning through the flexible curriculum and the enrichment programme. They report that their boarding experience and the good care which they receive contribute greatly to the development of their social skills and to their well-being. Students demonstrate strong commitment to moral values. They form positive relationships based on mutual respect; they are well mannered and their behaviour is good. However, a small minority of students do not show the expected level of self-discipline, self-awareness and respect for others, and need support to consider the impact of their actions on others. Through the elected student council, students organise cultural events and open days to which the local community is invited. They build links with the local community through their work experience and sports competitions against local schools. However, students report that they are ready to shoulder more responsibilities and have a more active role.

Students' self-confidence and self-esteem are promoted effectively in lessons through the use of humour and praise. Staff often invite students to reflect and comment, which supports their spiritual and language development well. Some students develop good communication and thinking skills but the range of strategies used is insufficiently wide to engage the more reluctant speakers. Students acquire a broad range of skills that prepares them well for their future and find that the discipline of boarding routines prepares them extremely well for their adult lives.

Provision for students' cultural development is outstanding. Through the study of Japanese history, literature and art, British and world history, and through a wealth of educational visits within the United Kingdom and Europe, students gain an excellent understanding of their own culture, British institutions and cultural diversity.

Welfare, health and safety of the students

The provision for students' welfare, health and safety is satisfactory with good features. Significant improvements have been made since the 2007 and 2008 inspections and this aspect of the school's work is coordinated effectively by the bursar. Safeguarding arrangements are satisfactory: all staff receive the appropriate

level of training in child protection and the child protection policy and procedures reflect the latest national guidance. The anti-bullying policy meets current requirements and instances of bullying are extremely rare. Provision for first aid is good: the proportion of first aiders has increased. Arrangements for students who are sick enable students to summon staff assistance rapidly, as recommended by the 2008 CSCI report, and there are now three trained swimming pool carers and one life guard. Accidents and the dispensation of medicine to students are recorded appropriately. Risk assessments are carried out before school outings. While these are satisfactory, not all are produced to the same high standard. Suitable fire-safety procedures are in place. The premises and grounds are checked effectively to ensure the general safety of all. The admissions and attendance registers are maintained well.

Students report that they feel safe and that they enjoy boarding because they feel well cared for. However, some have not yet settled into their new life. Through the curriculum and boarding routines, students are regularly reminded of health and safety procedures. The PSHE programme helps them make informed choices to stay healthy. The provision of well-balanced, nutritious meals helps students develop healthy eating habits, and this is much appreciated by students. However, some feel that breakfast options lack variety. Most students enjoy using the excellent sports facilities and take part in physical extra-curricular activities.

The school fulfils its obligations under the Disability Discrimination Act 1995 (as amended).

Suitability of the proprietor and staff

The school has rectified all the deficiencies identified in the 2007 and 2008 inspections and now demonstrates that it has robust recruitment procedures in place. All the required checks are made on staff before they begin their employment at the school; these and the checks on the proprietor are recorded in a central register in the correct manner.

School's premises and accommodation

The premises provide comfortable, safe and spacious teaching and boarding accommodation. The outstanding sports facilities have been further improved since the last inspection. The swimming pool is made available to the local community. The grounds and buildings are maintained well and make for a very pleasant learning and living environment.

Provision of information for parents, carers and others

The school has improved the range of information available to parents and others and is currently refurbishing its website to further improve this provision. However, the child protection policy is not posted on the website and the list of staff does not include a summary of their qualifications. Parents are informed of their children's

progress through termly reports that build up a useful picture of the progress made throughout the year.

Procedures for handling complaints

The school's complaints procedures meet requirements and parents are made aware that they are available on request on induction day and on the school website.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations'), with the exception of those listed below.³

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

- publish on its website a copy of the safeguarding children policy as prepared under paragraphs 3(2)(b) and 6(4)
- include, in the list of staff employed at the school and made available to parents, a summary of their qualifications (paragraph 6(2)(g)).

What the school could do to improve further

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

- widen the range of strategies used to promote students' communication and thinking skills and further develop their confidence to become independent thinkers and speakers
- provide guidance to staff to share the best practice in assessment, marking and reporting to parents
- provide more opportunities for students to contribute to school life and to make suggestions for improvement
- further improve the provision for students' welfare, health and safety by ensuring that all risk assessments are produced to a high standard.

³ www.opsi.gov.uk/si/si2003/20031910.htm

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

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			✓	
--	--	--	---	--

School details

Name of school	Teikyo School		
DCSF number	825/6013		
Unique reference number (URN)	110570		
Type of school	Japanese boarding and day school		
Status	Independent		
Date school opened	1989		
Age range of students	15–18 years		
Gender of students	Mixed		
Number on roll (full-time students)	Boys: 32	Girls: 19	Total: 51
Number of boarders	Boys: 30	Girls: 16	Total: 46
Number of student with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of students who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day students)	£7,000		
Annual fees (boarders)	£14,400 plus a one-off entrance fee of £2,800		
Address of school	Framewood Road Wexham Buckinghamshire SL2 4QS		
Telephone number	01753 663711		
Fax number	01753 663819		
Email address	teikyo.school@teikyofoundation.com		
Headteacher	Mr Junichi Murai		
Proprietor	Teikyo Foundation UK Ltd (Mr Junichi Murai)		
Reporting inspector	Mrs Michèle Messaoudi		
Dates of inspection	19–20 May 2010		