

# School inspection report

13 to 15 February 2024

## **Teikyo School UK**

Fulmer Grange

Framework Road

Wexham

Buckinghamshire

SL2 4QS

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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## Summary of inspection findings

1. Leaders and proprietors have a clear vision for the school. The proprietors oversee all aspects of the school's work and expect leaders to monitor and evaluate their planning so that it is responsive to the evolving needs of the pupils.
2. Leaders plan a broad academic, extra-curricular and sports programme. The curriculum includes a range of subjects, including Japanese diploma subjects. Leaders have recently introduced the International Baccalaureate (IB). All pupils study English as an additional language. In addition to the Japanese curriculum, pupils have a choice of an art elective for IGCSE. Some pupils follow a football training course to achieve a Football Association approved Level 1 coaching licence. Pupils do not take public examinations in the United Kingdom but return to Japan. Almost all pupils return to Japan for higher education study.
3. Teachers enable pupils, including those who have special educational needs and/or disabilities, (SEND) to make good progress. Teachers have secure subject knowledge and teaching is typically well planned, using suitable resources. However, some teaching is less effective in providing suitable materials to develop the pupils' speaking and writing skills. In these instances, pupils' progress is slower.
4. Systems are in place to promote the pupils' physical and mental health and emotional wellbeing. Pupils meet with their homeroom tutor and boarding staff daily and appreciate the care they receive. Leaders liaise with teaching and boarding staff regularly, checking on the wellbeing of pupils and following-up any concerns.
5. Leaders set high expectations for the conduct of all pupils. Clear rewards and sanctions are understood by the pupils. Pupils' behaviour is respectful and considerate of others. Appropriate records are kept which indicate that bullying is rare. Leaders follow up any concerns swiftly. Leaders have planned well so that the pupils have clear guidance on subject choices and future options. Pupils benefit from individual support for the next stage of their education.
6. Health and safety arrangements are suitable. All the required checks are carried out within the appropriate timescales. Leaders take appropriate action to reduce any risk from fire. Leaders are alert to risk in all areas of the school's provision; however, they do not always include details in the risk assessments in keeping with their knowledge and awareness of the need to mitigate risk. This was remedied during the inspection.
7. Safeguarding is effective. The safeguarding policy includes the latest statutory guidance and is published on the school website. Appropriate training for leaders and staff is kept up to date. Leaders keep records of any safeguarding and mental health concerns. Leaders take prompt action when any concerns are identified and liaise with the appropriate agencies as required.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance, are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

### Recommended next steps

Leaders should:

- ensure that teachers' planning consistently provides suitable materials to promote the pupils' speaking and writing skills
- ensure that leaders include all relevant details in written risk assessments

## Section 1: Leadership and management, and governance

8. Leaders have established a positive culture where the school's aims are understood through regular teaching of courtesy and consideration of others. Pupils respond well to these expectations. The curriculum is suitably balanced, meeting the Japanese requirements as well as offering a varied and challenging academic, extra-curricular and sports programme. Pupils participate with enthusiasm, learning new skills and developing confidence.
9. Leaders provide well for pupils' health and wellbeing through a carefully planned and evolving programme, which they review regularly to ensure it meets the needs of pupils. Leaders monitor and evaluate the implementation of their policies and plans. The school runs efficiently; staff are kept up to date through regular briefings so that pupils are well cared for.
10. Leaders manage all aspects of health and safety effectively. The premises and boarding houses are well maintained and checks for fire and other safety matters are carried out within the appropriate time scales. Leaders are aware of possible risks and ensure that safety procedures are followed rigorously. However, not all risk assessments and content within the policies had been updated at the time of the inspection. This was remedied promptly.
11. Leaders seek the views of pupils to monitor that their experience of the school remains positive. They reflect on their decision-making and planning to support pupils in all aspects of their learning and personal development. Assessment data showed that pupils make good progress in their learning and achieve well from their individual starting points. In their survey responses, pupils say they are happy in school. Boarders say that they are well looked after by house staff.
12. Pupils are well cared for by staff who know them well. Leaders meet regularly with staff to monitor any concerns and ensure that the pupils have the appropriate care. Pupils know the appropriate staff to talk to, should they require any support.
13. Appropriate information for parents is available on the school website and through regular correspondence. Parents are kept up to date with the progress of their children and any activities and trips they are undertaking. The school has a suitable accessibility plan that meets the requirements of the Equality Act 2010. Leaders respond promptly and effectively to any complaints expressed by parents and keep appropriate records.
14. Safeguarding is effective. Leaders ensure that the policy is kept up to date with the latest statutory guidance and is known by staff. Leaders meet regularly with the safeguarding team to provide support and to check that procedures are followed consistently.

### The extent to which the school meets Standards relating to leadership and management, and governance

- 15. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

16. The curriculum provides appropriate schemes of work to meet the elements of the Japanese diploma and for the IB, a recent introduction in the school. Pupils study a range of subjects which meets both English and Japanese curriculum requirements. All pupils study written and spoken English as an additional language. Sixth form pupils choosing the IB study the appropriate number of subjects taught in Japanese and in English. Pupils are guided in choosing an appropriate course of study and have a balanced work and physical exercise programme.
17. A well-planned assessment framework is in place to monitor pupils' progress to support their learning. Leaders track the progress of pupils from regular half termly tests. Leaders share the results with teaching staff after the half termly tests and targets are agreed and set with pupils. Information is shared and discussed by the homeroom tutor so that pupils know their progress and can discuss areas for focus and improvement. Pupils typically make good progress from their individual starting points and achieve well. Boarders appreciate the additional help given to them in the evenings.
18. Teachers have good subject knowledge and the atmosphere in lessons is one of real purpose. Teachers typically use a variety of teaching methods to motivate and engage pupils in their learning. Most use an appropriate range of resources; however, some planning does not provide sufficient support for the pupils to develop their skills in English.
19. Teachers know the pupils well and a positive rapport is evident in lessons. Pupils take their learning seriously and apply themselves well. Pupils are confident to ask questions and are prepared to present their work in class.
20. Pupils who have special educational needs and/or disabilities (SEND), have detailed, individual learning plans. Teachers provide well-focused support in lessons, enabling these pupils to make progress. Pupils can also attend the welfare clinic for additional support. Welfare staff make effective use of time with pupils. They provide strategies to help pupils overcome barriers in their learning, boosting their confidence and encouraging them to persevere
21. Across the curriculum, pupils make progress in their learning and apply themselves well. They are comfortable in expressing themselves and asking questions in lessons that are taught in Japanese. Pupils arrive with varying levels of written and spoken English. Teachers assess pupils' starting points, planning appropriately to develop knowledge and skills. Assessment over time shows that almost all pupils make good progress across the curriculum. On occasion, some teaching does not provide the relevant vocabulary and structures for pupils to work from to build on their prior knowledge to develop their skills. In these instances, progress in developing speaking and writing skills is slower.
22. Leaders have planned a well-balanced and varied programme of activities and sports to develop the pupils' skills. Pupils regularly take part in a range of sports, cookery and creative arts. They are enthusiastic participators, keen to develop their skills. For example, in the cookery activity, pupils baked special biscuits to share with others to celebrate Valentine's Day. They planned, organised the team, bought the ingredients and worked well together, enjoying the task and developing their team building and cookery skills.

**The extent to which the school meets Standards relating to the quality of education, training and recreation**

**23. All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

24. Leaders effectively promote pupils' physical and mental wellbeing. As part of the well-organised and thoughtful two-day induction, pupils meet the appropriate welfare, pastoral and boarding staff. They are introduced to others in their form groups. Boarding staff and leaders are available during the induction. Boarders spend time in their house, meeting staff and learning their way around. Pupils appreciate the efforts made to help them; they settle confidently into the daily routines of the school. They are reassured by knowing who to turn to for advice and guidance. Older pupils train as prefects and house leaders; they support younger pupils with any concerns, contributing to a family atmosphere. This was apparent as pupils learned a new school song together, composed and presented by a former pupil from the first year of the school's opening.
25. Physical education is part of the curriculum for all pupils, including swimming, basketball and volleyball. A wide range of clubs such as tennis, kickboxing and karate provide opportunities for pupils to develop their skills and have regular physical exercise. Those who attend the football course develop their skills in playing and coaching, taking part in local football games and training in the school gym. All pupils are regularly active, promoting their physical wellbeing. Fixtures are organised in a variety of sports and the school gym is regularly in use.
26. Welfare provision at the school supports the emotional needs of pupils. Leaders plan a suitable programme, incorporating relationships and sex education (RSE), that allows pupils to explore a wide range of age-appropriate topics. This programme equips pupils to cope with the world of today, the challenges of social and other media and to make informed decisions. Pupils are invited to provide feedback on their learning, which staff use to adapt the programme to provide further explanation or to revisit a topic for further discussion.
27. There is a suitable allocation of time to pupils' physical and mental health. Pupils enjoy the breadth of opportunity, including visits to other schools to share cultural experiences and trips to London to expand their artistic and cultural horizons. The pupils' wellbeing is developed as they learn more about the United Kingdom, develop their understanding and skills in English and become increasingly confident. The twice-yearly cultural trips to European cities, most recently to Berlin and Barcelona, further extend the pupils' horizons. They value the breadth of these cultural experiences, which build confidence and self-esteem.
28. Positive encouragement leads to pupils pursuing their talents and interests. Pupils are aware of the importance of physical exercise and healthy eating. They take part enthusiastically in the many sporting and creative activities organised for them. The footballers participate in local teams and most pupils exercise regularly in the gym.
29. Leaders expect high standards of behaviour and respect, and they are the norm. Pupils are reminded of the code of conduct and expectations for behaviour in the beginning and end-of-year ceremonies. Pupils always conduct themselves well. They are polite and considerate, communicating equally positively with peers and adults. They understand the school rules and rewards and the need for sanctions, which are rarely used. Pupils confirm that bullying is rare. There is suitable supervision throughout the school day and in the boarding provision. Leaders deal sensitively with pupils who have SEND and support them well, providing staff to go to in the welfare centre.



30. Boarding accommodation is well-furnished and comfortable, with common rooms and outdoor space for boarders to meet. Boarders know that a member of the house team or the welfare team, is available if they become unwell or are injured. Boarders enjoy varied, nutritious meals and healthy snacks in their houses. Boarders' views are sought through boarding meetings, surveys and individually.
31. The premises and accommodation provide a safe and healthy environment. All health and safety requirements, including those relating to fire safety and evacuation, are understood by staff and pupils. The relevant policies with updated information are implemented effectively. The admissions and attendance registers are maintained appropriately. Almost all pupils return to Japan and the school follows up the destinations of pupils who move onto other schools.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

- 32. All the relevant Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

33. Leaders foster the pupils' social and economic education and their contribution to society is actively promoted. Pupils have regular time together in school and in boarding to meet and socialise, which helps them to make new friendships and develops their interpersonal and communication skills. Pupils understand and seek to contribute to national and global society. They recognise the support of staff in supporting them in their projects. Pupils are involved in charity work in school and further afield. They help in charity shops and for their annual fete prepare food from different cultures within their local community. In their Eco Club, pupils are involved in litter-picking and the upcycling of old clothes. Pupils have supported fundraising for those affected by global events.
34. Pupils are well prepared for the next stage in their education, benefitting from personalised careers provision. Almost all pupils continue their study in Japan; most receive their first or second choice of higher education course. Pupils who remain in the United Kingdom are well prepared for their course of study. Pupils learn about finance, including through talks from speakers working in industry.
35. Through varied curriculum and creative activities and outings, pupils understand and respect other cultures. Visits to religious buildings such as a mosque and a Sikh temple, and visits to Holyrood Palace and the Houses of Parliament extend the pupils' knowledge and understanding of other faiths and public institutions in the United Kingdom. Pupils mark occasions such as Poppy Day, Guy Fawkes and Shrove Tuesday, developing an understanding of remembrance, historical and religious days. Pupils celebrated the King's Coronation and have had visits to Bath, Westminster and Windsor. Democratic principles are used to elect pupils for school committees.
36. Pupils are encouraged to raise their views through the school council, food council or directly within their own boarding house. Pupils use these opportunities and feel that their opinions are valued and listened to. They enjoy and seek to eat healthy and nutritious food. Pupils believe that they have a positive work life balance.
37. Pupils have a clear understanding of equality, diversity and inclusion. They have an age-appropriate understanding of the protected characteristics and are accepting of all within their community. Pupils recognise and celebrate the similarities and differences in the Japanese and British cultures and take pride in celebrating the traditions of their school, which effectively supports their academic and personal achievements.

### The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society.

- 38. All the relevant Standards are met.**

## Safeguarding

39. Leaders ensure that arrangements to safeguard and promote the wellbeing of pupils are effective. The safeguarding policy includes the latest statutory guidance and is published on the school website. Related policies, such as whistleblowing and the staff code of conduct, are understood and followed by staff.
40. The designated safeguarding lead (DSL) works closely with external agencies if required. Procedures for referrals to children’s services, the designated local authority officer and the police, if appropriate, are understood and meet local guidelines. Pupils know that staff are available for them and how to report any concerns.
41. All staff receive safeguarding training when they join the school. Training is updated at regular intervals. As a result, staff are knowledgeable in safeguarding procedures, including those for online safety and the risks posed by radicalisation and extremism. Those with designated safeguarding lead responsibilities receive appropriate, advanced level training, which is updated as required. Leaders are suitably trained and provide support and challenge to the safeguarding team in school so that they reflect on their practice and are rigorous in all they do.
42. Safeguarding leaders keep comprehensive records of any pupils of concern, which are kept securely. Any safeguarding concerns are acted upon within the appropriate timescales.
43. From regular training, teachers understand the importance of online safety and ensure that pupils are equipped with the knowledge to know how to stay safe online. Pupils learn how to stay safe online and are aware of the dangers of the internet. Suitable monitoring and filtering processes are in place.
44. School leaders ensure that recruitment checks are completed for all staff and proprietors and an accurate record of appointments is kept. Leaders regularly check the single central register to ensure that all required checks are carried out appropriately.

### The extent to which the school meets Standards relating to safeguarding

- 45. All the relevant Standards are met.**

## School details

<b>School</b>	Teikyo School UK
<b>Department for Education number</b>	825/6013
<b>Address</b>	Teikyo School UK Fulmer Grange Framewood Road Wexham Buckinghamshire SL2 4QS
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<b>Website</b>	<a href="http://www.teikyofoundation.com/english">www.teikyofoundation.com/english</a>
<b>Proprietor</b>	Mr Yuichi Kono
<b>Headteacher</b>	Ms Fumiko Nelson
<b>Age range</b>	15-18
<b>Number of pupils</b>	31
<b>Number of boarding pupils</b>	17
<b>Date of previous inspection</b>	11 to 13 February 2020

## Information about the school

46. Teikyo School UK, founded in 1989, is an independent co-educational day and boarding school for pupils aged between 15 and 18. The school is part of a worldwide group of educational establishments owned and run by the Teikyo University Group. In the UK, the school has a single named proprietor. Since the previous inspection, the school has installed digital learning equipment. The current acting headmaster took up his post in September 2019
47. Boarders are accommodated in two single-sex boarding houses.
48. The school has identified seven pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
49. English is an additional language for all pupils.
50. The school aims for its pupils to improve their English skills and to learn to empathise with and respect others through communal living. It seeks to foster globally-minded individuals ready for the next step in their life.

## Inspection details

### Inspection dates

13-15 February 2024

51. A team of 3 inspectors visited the school for two and a half days.

52. Inspection activities included:

- Observation of lessons, some in conjunction with school leaders
- Observation of registration periods and assemblies
- Observation of a sample of extra-curricular activities that occurred during the inspection
- Discussions with the proprietors
- Discussions with the head, school leaders, managers and other members of staff
- Discussions with pupils
- Visits to the learning support area and facilities for physical education
- Visits to boarding houses accompanied by pupils and staff
- Scrutiny of samples of pupils' work
- Scrutiny of a range of policies, documentation and records provided by the school

53. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

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