



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports
For Schools with Residential Provision**

Teikyo School (UK)

February 2020



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School's Details

School	Teikyo School (UK)			
DfE number	825/6013			
Registered charity number	1001232			
Address	Teikyo School (UK) Fulmer Grange Framewood Road Wexham Buckinghamshire SL2 4QS			
Telephone number	01753 663711			
Email address	teikyo.school@teikyofoundation.com			
Headmaster	Mr Hideharu Tsutsumi			
Proprietor	Mr Kenji Horikawa			
Age range	15 to 18			
Number of pupils on roll	60			
	Day pupils	10	Boarders	50
	Seniors	13	Sixth Form	47
Inspection dates	11 to 13 February 2020			

1. Background Information

About the school

- 1.1 Teikyo School (UK), founded in 1989, is an independent co-educational day and boarding school for pupils aged between 15 and 18. Boarders are accommodated in two single-sex boarding houses.
- 1.2 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.

What the school seeks to do

- 1.3 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.

About the pupils

- 1.4 Pupils come from a range of different backgrounds. The majority come from Japan whilst the remaining pupils come from Japanese families living within a commutable distance of the school. Most pupils are boarders. The school's own assessment indicates that the ability of pupils is average. The school has identified six pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for all pupils, whose needs are supported by their classroom teachers. Data used by the school has identified eight pupils as being the most able in the school's population, and the teaching is modified for them and for other pupils because of their talents in sport.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

2.15 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

2.17 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.19 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
K01	11
K02	12
K03	13

Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils of all abilities make good progress overall and show good knowledge, understanding and skills in most subjects.
- Pupils do not apply their information and communication technology (ICT) skills across the curriculum.
- Pupils have well developed communication skills.
- Pupils have limited opportunities to demonstrate their achievement beyond the classroom.
- Pupils demonstrate some effective study skills but there are fewer opportunities for them to develop higher order thinking skills.

3.2 The quality of the pupils' personal development is good.

- Pupils have well developed social skills and work effectively with others.
- Pupils willingly contribute to the lives of others both within the school and the wider community.
- Pupils' spiritual understanding is less well developed.
- Pupils show a deep respect for and appreciation of their own culture.

Recommendations

3.3 The school is advised to make the following improvements:

- Strengthen pupils' application of their ICT skills across the curriculum.
- Provide more activities for pupils to demonstrate a wider range of achievements beyond the classroom.
- Increase opportunities for pupils to develop and demonstrate higher order thinking skills.
- Increase opportunities for pupils to increase their spiritual understanding.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is good.

3.5 Pupils do not sit any UK public examinations. Data provided by the school, lesson observations, work scrutiny and discussions with pupils indicate that, by the end of Year 13, all pupils, including those with SEND have made at least good progress overall. The large majority of pupils achieve entry to their first or second choice of university. In 2018 and 2019 all pupils who followed the football course were successful in achieving a Football Association approved Level 1 coaching license. Most parents who responded to the pre-inspection questionnaire said that teaching enables pupils to make progress and the large majority of pupils who responded to the questionnaire agreed. This is because teachers offer support to all pupils, talk to them about their work, and provide effective feedback on their written work. SEND pupils say how much they benefit from additional weekly specialist support and how this helps them make progress. The large majority of pupils who responded to the questionnaire agreed that their teachers give them help if they have problems with their work. Pupil progress is tracked carefully through a well-structured assessment programme. Pupils meet regularly with their homeroom teachers to discuss the results of these tests in order to set targets that help them improve further. Boarders say how much they appreciate the additional help staff give them in the evenings during boarding time, and all parents of boarding pupils agree that the boarding experience has helped their child's progress.

- 3.6 Pupils show good knowledge, understanding and skills across the areas of learning. They demonstrate good subject understanding and they can apply their subject knowledge, as seen when providing clear written explanations as to why the texture of food on the tongue is important in the perception of taste. In Year 13 chemistry, pupils demonstrated a good understanding of structural isomerism. Pupils made more rapid progress in developing their knowledge, skills and understanding in the classroom when teachers prepared well planned lessons which enabled pupils to be more actively engaged in their learning. EAL lessons were highly effective, underpinned by the United Nations *Sustainable Development Goals*. Pupils in Year 12 demonstrated very good understanding of the use of the present continuous tense and of homophones and antonyms, facilitated by clear teaching with good, contextual examples in English and Japanese. Pupils were observed making good progress in understanding how to structure and then write an essay in Japanese on the theme of personal independence using their own mind maps of the essay plan. Pupils following the football course have well developed footballing skills.
- 3.7 Pupils have well developed communication skills. They listen carefully to each other and contribute willingly to discussions in the classroom, when they occur. Year 13 pupils produced well written pieces with well-considered arguments about whether they liked team or individual sports. Year 11 EAL pupils made good progress in understanding key terminology relating to the advantages and disadvantages of tourism in a developing country. Year 11 pupils wrote with great sensitivity about family and their holidays. Pupils exhibit such communication skills because teachers encourage pupils to reflect on their own experiences both in Japan and the UK and share these experiences with their peers. This was a common feature in work seen by the inspectors. Pupils successfully apply their language and listening skills to other areas of learning, for example when discussing ethical food production and consumption. Pupils who spoke to the inspectors said that they are provided with many opportunities to practice their communication skills, especially their spoken English. The school is most successful in meeting its aim for its pupils to improve their English skills.
- 3.8 Pupils exhibit competent skills in numeracy and apply these skills successfully in other areas of learning. The use of the Japanese mathematics curriculum is very effective at enabling pupils to develop some advanced mathematical skills for their age. Knowledgeable, well planned and supportive teaching encourages pupils in their development and application of numeracy skills. For example, pupils in chemistry applied their mathematical skills well when successfully completing mole calculations and when showing a good appreciation of the three-dimensional shape of organic molecules. More able mathematicians are well catered for with more challenging work, the opportunity to answer probing questions in the classroom, and in mathematical discussions with their teachers at other times.
- 3.9 Pupils have well developed ICT skills. They are very competent in their use of presentation software and regularly produce work across a range of subjects using these skills. For example, pupils produced their own presentations for Japanese culture day. A well-structured ICT programme of lessons that cover basic skills is in place, but this does not expose pupils to more sophisticated computing applications. Pupils were seen to apply their ICT skills in some areas, such as when using ICT to create persuasive media, but such application was not evident consistently across the curriculum.
- 3.10 Pupils demonstrate some effective study skills. Pupils were able to draw on a suitably wide range of source material to produce well written pieces of research on laws and human rights in different countries. Home economics pupils were seen using a suitably wide range of sources in the classroom. Boarders said how useful they find dedicated evening study period time in helping them develop good study habits. Investigative work such as the *egg drop challenge* encourages and enables pupils to develop their higher order thinking skills but there are limited opportunities for pupils to develop and apply these skills in other areas.

- 3.11 Pupils are enthusiastic competitors and the school provides some opportunities for pupils to take part in competitions, both in academic and sporting spheres. Individuals have achieved well in the school public speaking competition and in inter-school chess. High quality traditional Haiku, Japanese poetry, was successful in a Japanese competition. Pupils are regularly involved in football tournaments and basketball competitions with local schools and clubs. There have been some football group successes at both local and county level. Monthly newsletters, to which pupils contribute, celebrate these successes. However, there are insufficient opportunities made available for pupils to demonstrate a wider range of achievements beyond the classroom.
- 3.12 Most pupils show positive attitudes towards their learning. They demonstrate initiative, for example, when Year 12 domestic science pupils decided how they would alter the structure of their group project. Boarders take leadership in their learning and say that they find working together in the evenings, sometimes in classrooms that are made available to them, very helpful. The large majority of pupils who responded to the questionnaire said that they are encouraged to think and learn for themselves. Pupils are extremely good at collaborating. Pupils were seen working together effectively on the football field and in the classroom when collaborating in groups to discuss graffiti art.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils steadily grow in both self-confidence and self-esteem and by the time they leave the school they are self-aware and mature young adults. Student council members who spoke with the inspectors demonstrated a good development of self-knowledge and self-awareness when talking about the presentations they gave as part of the whole school student council elections. Pupils have well developed self-discipline and resilience and most pupils are persistent in their approach to their learning, as seen when working to master new vocabulary. Pupils show a good understanding of how to improve. Homeroom teachers meet frequently with pupils and support them in their aspirations, including university applications. They are interested in their pupils and offer a good quality of pastoral care that contributes well to pupils' personal development. Most parents who responded to the questionnaire agreed that the school helps their child to be confident and independent. Boarders grow in self-reliance and self-awareness as a result of living closely together in the boarding community and being encouraged to be involved in all aspects of boarding school life. All parents who responded to the questionnaire agreed that the boarding experience has supported their child's personal development. Pupils develop the necessary skills to be successful during their time at the school and are well prepared for the next stage in their lives.
- 3.15 Pupils are very capable of making their own decisions and are willing to do so. For example, they make the decisions regarding which charities they wish to support each year. In lessons, Year 13 pupils were seen working in groups to decide travel plans for a school trip to London. Pupils, in discussions with inspectors, demonstrated a good understanding of how the impact of their own decisions can play an important role in their own future. Pupils who spoke to the inspectors commented that they are comfortable in approaching staff, feeling well supported by both their homeroom teachers and classroom teachers in making their more important decisions.
- 3.16 Pupils reflect well on the non-material aspects of life. They described well in written work how they felt when they entered a church in Japan as part of the research they had conducted on the repression of Christianity during the Edo period. Year 13 English communication pupils demonstrated good reflection when considering happiness and how this depends considerably on intangible things. Pupil's writing about an American cemetery and inner feelings showed both empathy and spirituality. However, pupils spiritual understanding of religious and philosophical matters is not as strongly developed because they are provided with fewer opportunities to explore these areas.

- 3.17 Most pupils are well behaved and well-mannered towards other pupils and adults. They have a good sense of what is morally correct and take responsibility for their own behaviour. Pupils show a clear understanding of the school rules and why they need to exist. Year 13 pupils demonstrated good moral understanding, producing well-reasoned arguments when considering if the voting system should become obligatory. Teaching is successful in enabling pupils to develop their moral understanding. Many aspects of the curriculum are underpinned by the United Nations *Sustainable Development Goals*, which help pupils understand more clearly their own rights and responsibilities. Such focus enables pupils to develop good levels of awareness of right and wrong, as seen in a highly effective Year 12 lesson involving a debate on the ethical issues relating to purchasing food from a farm shop as opposed to a large supermarket.
- 3.18 Pupils have well developed social skills and work effectively with others. They enjoy working together, such as when organising the annual school fete or when involved in group football training sessions. In many lessons visited pupils were seen working effectively in small groups as when planning a meal or when working together at an interactive whiteboard looking at homework responses. Pupils volunteer enthusiastically to be on the school council, producing their own speeches for the annual hustings. Council members are proud to represent the views of their peers and see themselves as school ambassadors. They have successfully brought about changes in the school, such as getting lockers in classrooms, so that all pupils can benefit. Boarders willingly take on leadership responsibilities within the boarding houses. Pupils improve both their social and English speaking skills by attending the local youth club and scouts to mix with pupils from other schools. Trips and visits organised by the school enable further the development of these qualities. Most parents and a large majority of pupils who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills.
- 3.19 The positive contribution made by many pupils to the life of the school and the wider community is excellent. They willingly involve themselves in activities that benefit others through charitable work. For example, the whole of Year 12 organised and held a coffee morning for a national cancer charity. The annual fete organised by pupils each year also raises money for charitable causes. Pupils enjoy and willingly take part in voluntary work in the local community and work experience with local businesses and community groups. Pupils reflect very well on these experiences as demonstrated during their discussions with the inspectors'. Pupils gain a perspective on wider society in the work they do towards reaching sustainable development goals. Leadership and management are most effective in creating an ethos of global citizenship and the school successfully meets its aim for its pupils to become globally minded individuals.
- 3.20 Pupils have a highly developed and nuanced understanding and deep respect for Japanese culture as seen through the lens of being in a school in the United Kingdom. Pupils enjoy celebrating and sharing this with the wider community. In doing this they are highly effective ambassadors for the school who place an emphasis on celebrating and sharing its Japanese culture. During *Culture Day* each year, pupils give their own presentations to local state school pupils on Japanese culture. Local pupils have the opportunity to explore traditional Japanese dress, calligraphy and food. Younger pupils created the Japanese shrine, 'Mikoshi', which was paraded by both pupils and staff in Trafalgar Square during the annual festival of Japanese culture in London. Pupils develop an appreciation of other cultures through the trips and visits organised by the school within the UK and Europe. Teaching, especially through cultural studies lessons, enables pupils to explore further British culture. Pupils show respect and tolerance, as seen in a class discussion on issues relating to human sexuality and gender identity, and throughout the time the inspectors spent at the school. This confirms the view of most parents and a majority of pupils who responded to the questionnaire that the school actively promotes values of democracy, respect and tolerance of other people.

3.21 All parents who responded to the questionnaire agreed that the school encourages their child to adopt a healthy lifestyle. Year 11 pupils demonstrated a good understanding of keeping healthy, successfully identifying healthy and unhealthy habits, and most pupils who responded to the questionnaire said that they knew how to stay safe when online. Pupils understand the importance of good mental health and know that they can approach the school counsellor, the pastoral team, boarding duty staff or the welfare officer if they need extra support. Boarders say that they find the daily mindfulness sessions in the boarding house very enjoyable. Pupils also understand the importance of being active and say that they enjoy the extra-curricular activities made available to them including the use of the school swimming pool. Pupils show this good level of understanding of how to be both physically and mentally healthy because the proprietor and leaders ensure that the school places an effective emphasis on the importance of such awareness.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Tracey Martin	Reporting inspector
Mr Stephen Challoner	Compliance team inspector (Director of staffing, HMC school)
Mr Peter Last	Team inspector (Headmaster, SofH school)
Mr Marcus Johnson	Team inspector for boarding (Senior pastoral lead, HMC school)