

# Rikkyo School in England

The Rikkyo School in England, Guildford Road, Rudgwick, Horsham, West Sussex, RH12 3BE

<b>Inspection dates</b>	21/01/2014 to 23/01/2014	
<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Outcomes for boarders	Good	2
Quality of boarding provision and care	Good	2
Boarders' safety	Good	2
Leadership and management of boarding	Good	2

## Summary of key findings

### The boarding provision is good because

- This school provides boarders with good overall care. Boarders make good progress in their personal and social development while at the school.
- Boarders are very positive about their school and boarding experience. Feedback from parents is very favourable.
- The school successfully follows Japanese culture and learning, while also being actively and positively involved in the community nearby. This means boarders celebrate their own heritage and also learn and experience local customs and events.
- Safeguarding arrangements within the school are good. Since the last full boarding inspection, the school has shown considerable and sustained improvement in boarder outcomes achieved and in the overall care provided.
- Areas for development include revising the medication policy to provide staff with clear procedures to follow in case of medication error, and in the safe disposal of medicines. Otherwise robust vetting processes are compromised by one recruitment file not holding a candidate's full employment history. Access to the independent listener could be widened through the consideration of an email address as an additional communication method for boarders.

### Compliance with the national minimum standards for boarding schools

The school meets the national minimum standards for boarding schools

## Information about this inspection

This inspection was announced in the morning, and the three social care inspectors arrived during the afternoon of the same day. The inspection team was accompanied by Japanese interpreters. All the boarding houses were inspected. Boarders feedback was obtained via Ofsted surveys, through two shared mealtimes and in general discussions with boarders. Meetings were held with senior school staff and teaching staff with and without boarding duties. Parental feedback was obtained through 'Parent View' surveys and telephone feedback via an interpreter. Records and policies relating to the safety of boarders were sampled and scrutinised.

## Inspection team

Anna Williams	Lead social care inspector
Diane Thackrah	Social care inspector
Brian McQuoid	Social care inspector

# Full report

## Information about this school

The Rikkyo School in England was first established in 1972 and is situated on the West Sussex/Surrey border, close to the village of Rudgwick.

Rikkyo is an independent, co-educational school acknowledged by the Department of Education in Japan. The students are children of Japanese nationals, most of whom are living and working abroad. At the time of the inspection there were 162 students boarding at the school. 70 of the boarders are boys, and 92 are girls. All the boarding accommodation is located within the school grounds.

The boarding provision was last inspected on 12 January 2012 as part of an integrated monitoring inspection with education. The last full inspection of the boarding provision took place in October 2010.

## What does the school need to do to improve further?

- Revise the medication policy to include procedures to deal with the safe disposal of medication and the protocol in case of a medication error.
- Consider providing the independent listener with a dedicated email address which boarders could use as another means of contact.
- Ensure all recruitment files contain a candidates full employment history, including the month and year for starting and leaving each previous role.

## Inspection judgements

### Outcomes for boarders

**Good**

Outcomes for boarders are good.

Boarders are very positive about their boarding experience. Many boarders said the best thing about the school is the strong friendships they have made. Boarders are polite, helpful and respectful of others. The school ethos of 'a positive attitude for studying and living' is followed in practice by all boarders. Boarders say the school and boarding experience has helped them learn and develop as individuals.

Boarders all engage in the wide range of activities on offer. Boarders speak positively of many and varied opportunities including volleyball, guitar lessons, horse riding, badminton, and cookery club. One boarder commented, 'I am more fit and healthy since being at this school.' Boarders say they enjoy the planned visits to cities such as London, Cambridge and Oxford which take place on a termly basis. This offers boarders good opportunities to develop talents, visit new cities or try new experiences.

Community based activities helping others take place, such as a local environmental rubbish collection. Boarders sing carols at a nearby care home on an annual basis. Some boarders took part in a local flower arranging competition and won. Boarders take part in local sporting matches against other schools. This develops boarders personally and socially and gives them positive interaction within the local area. Boarders talk enthusiastically and proudly of their achievements.

Boarders learn basic independence skills as appropriate to their age. These include domestic routines and cleaning. Comments from boarders include, 'I feel more independent since being at this school', and 'My communication has improved with others, I am more confident.' Feedback from parents confirms that they feel that their children are more self-reliant, can follow routine in their lives and have significantly improved their English skills while at the school. This benefits boarders now and as they move toward adulthood.

### Quality of boarding provision and care

**Good**

The quality of the boarding provision is good.

New boarders receive a detailed induction booklet on arrival. This includes useful information about the school and boarding experience. Boarders confirm that this guide was helpful while settling in. The school does not employ dedicated boarding staff; the Japanese teachers employed by the school have responsibility for both teaching and boarding duties. This benefits the boarders as communication about both their academic and social needs is good. A daily meeting of all school staff further aids effective communication across the school. Relationships between boarders and teachers are positive and constructive.

The school nursing team works effectively in partnership with local doctors and health specialists such as opticians. This provides boarders with good personalised health care. Systems in place for the administration and storage of medication are safe and effective. There have not been any medication errors since the last inspection. However, the school medication policy does not specify the actions staff should take in case of a medication error, nor does it direct staff on the safe disposal of medicines. This could result in an inconsistent or inappropriate response by staff to such important issues.

The standard of the boarding accommodation is good. Boarders benefit from showering and

bathroom facilities which have been renovated since the last inspection. Boarding houses provide boarders with communal lounge space and access to appropriate domestic kitchen areas. Furnishings are of good quality. Boarders say they enjoy sharing their bedrooms with their friends. The senior leadership team have a strategic plan to further improve the boarding accommodation. This includes the building of a new residential block, and significant refurbishment of some current bedroom space. Work is due to start on this project imminently.

Boarders use the school facilities outside of structured lessons with appropriate supervision. This includes a large computer suite, sports equipment and music rooms. This further enhances boarders access to a wide variety of leisure activities. The school website and photographs on display around the school celebrate the success and achievement of boarders. End of term assemblies and open days also provide opportunities for talents to be openly shared such as singing and dancing displays.

Catering arrangements within the school are good. Boarders have a choice of menus, including a vegetarian option. Two nights a week are Japanese food celebrations. Boarders say they enjoy the food. Boarders contact family and friends through letters, the on-site payphones and via email. This ensures they maintain attachments with those significant to them while away from home.

## **Boarders' safety**

**Good**

The safeguarding arrangements for boarders are good.

Boarders say they feel safe in the residential accommodation and school. Parents feel the safety and welfare of boarders is given a high priority. All staff, including the independent listener, attend safeguarding training approved by the Local Safeguarding Children's Board. The senior leadership team have made good links with the local authority designated officer for advice and guidance when required. There have been no safeguarding allegations or concerns since the last inspection. Staff spoken to demonstrate sound knowledge of child protection procedures and protocols. This ensures the safety of boarders.

Staff training days since the last inspection have included specific safeguarding topics such as bullying. Boarders do not report bullying as an issue within the school. The school motto 'concern for other people' is positively promoted and seen in practice throughout the learning and living environments. Boarders say they like to help others, such as a new boarder settling in. Behaviour seen throughout the inspection was exemplary. Boarders say they understand the rules of the boarding house. Sanctions are used occasionally and are fair and reasonable.

Boarders report being looked after well if they are ill or have an accident. All staff are trained in first aid. Senior boarders are also trained in basic first aid skills. This extends the senior boarders' knowledge in practical life skills, and enhances safety across the campus site.

There have been no boarders reported missing since the last inspection. Boarders are protected by good processes and systems in place for the vetting of staff and host families. However, this otherwise robust recruitment system was compromised by one staff file which did not contain a comprehensive employment history. This was immediately addressed during the inspection. However, it had not been identified through internal monitoring systems.

The grounds and residential accommodation is well-maintained and safe. Health and safety routines within the school are good. Regular servicing and maintenance of equipment takes place and detailed records kept. Boarders confirm they take part in emergency evacuation drills. This ensures the safety of all within the boarding and school environment.

The leadership and management of the boarding provision is good.

There are clear aims for the school and boarding provisions. These are consistently followed in practice. Parents say that communication between the school and them is good. Additionally, the school holds seminars in Japan to obtain feedback from parents. This ensures the views of parents are proactively sought and listened to. There has been one formal complaint since the last inspection. This was suitably investigated and the school demonstrates learning from this event.

Boarding staff are effectively deployed across the school site during evenings and weekends to ensure boarders are adequately supervised. Boarders confirm they can contact boarding staff anytime if they have any welfare concerns. Boarding staff feel well-supported by the senior leadership team. Their training needs are identified and fully met. Training since the last inspection includes fire safety, health and safety, food safety and safe recruitment. This ensures boarders are cared for by appropriately skilled staff.

The arrangements for lodgings of students is good. All required vetting checks and home visits take place and are recorded. This provides safe lodgings for students.

The student council is strong within the school. Students are elected to their posts and work hard to listen and respond to students' feedback. Changes in activities, equipment bought and school routines have taken place through this student committee. A suggestion box system is also managed by the council. Boarders confirm that they have successfully used the box and will do so again. An independent listener is accessible to boarders via telephone and occasional visits to the school. Boarders all have access to their telephone number. However, other communication methods such as a dedicated email address for the independent listener are not available. This would offer boarders a wider choice of contact options. An annual student survey is undertaken by the school. There are now four years of survey results. The senior leadership team use this data to reflect on and improve the boarding experience.

Boarder's records are kept securely. They contain relevant information and observations about boarders experiences and progress. Policies are in place and well-known by staff. These are followed in practice, thus creating an orderly and safe environment for boarders. Staff are supported to attend external training events and visit other boarding establishments. This extends their knowledge around current boarding practice which they bring back to the school and disseminate to all staff.

Since the last full inspection of the boarding provision, the senior leadership team have made significant progress in meeting and sustaining the national minimum standards for boarding schools. The head of boarding has a sound understanding of the strengths and development areas of the boarding provision. There are good plans in place to address these and further improve outcomes for boarders.

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

## School details

<b>Unique reference number</b>	126132
<b>Social care unique reference number</b>	SC014681
<b>DfE registration number</b>	938/6188

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

<b>Type of school</b>	independant boarding school
<b>Number of boarders on roll</b>	162
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	11 to 18
<b>Headteacher</b>	Mr Roger Munechika
<b>Date of previous boarding inspection</b>	26/10/2010
<b>Telephone number</b>	01403 822107
<b>Email address</b>	eikoku@rikkyo.w-sussex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

