

Rikkyo School in England

Inspection report for Boarding School

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Inspector	Diane Thackrah
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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the relevant National Minimum Standards for the service.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

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. The school is set in its own extensive and well-maintained grounds.

Rikkyo is an independent, co-educational school acknowledged by the Department of Education in Japan and is registered as a charitable trust in the United Kingdom. The pupils are children of Japanese nationals, most of whom are living and working abroad. At the time of the inspection there were 125 students boarding at the school.

The school does not employ dedicated boarding staff; the Japanese teachers employed by the school have responsibility for both teaching and boarding duties.

Summary

The overall quality rating is inadequate - notice of action to improve.

This is an overview of what the inspector found during the inspection.

At the key, announced inspection, all key national minimum standards were assessed. National minimum standards that were assessed as not being met at the last inspection of the school were also assessed.

This is an inadequate school, with some satisfactory areas.

This is a school with a strong, experienced senior management team who have a strong focus on promoting the academic progress of young people. However, the welfare of young people is not fully promoted as there is no designated staff member who is responsible for the development of boarding practices in the school. Young people have excellent opportunities to develop academically, however, this impacts on the extent of their social experiences and free time. Staff who work in the boarding houses are not given clear guidelines about their roles in caring for the emotional and welfare needs of young people and this impacts on the level of support that young people receive.

There are, generally, respectful relationships between staff and young people, and young people say that they have an adult to turn to if they need this. Young people are encouraged to eat healthily and to take regular exercise so that they remain in good health. However, the way that medication is handled in the school does not fully promote young people's well-being. There is good attention to health and safety and this helps to ensure that young people live in a safe environment, however, the arrangements for vetting staff and for providing host families does not fully protect young people. There are opportunities for young people to have a say in the

organisation of boarding, however, there are few opportunities for young people to have a say in the way that they spent their free time. Adequate accommodation is provided, however, this does not provide all young people with adequate showering facilities and young people's privacy is not fully respected as there are no secure storage facilities for them.

Improvements since the last inspection

The school was asked to provide age appropriate advice in the personal, social and health education programme, to produce clear written guidelines regarding the handling of medication and to keep records of all administered medication and treatment. The school was also asked to secure and follow qualified medical or nursing advice in a written protocol on the provision of non-prescription 'household' medicines to boarders. Positive action has been taken to address these issues and this helps to protect young people and promote their welfare.

The school was asked to provide a choice at each meal, to ensure that older young people have facilities for storing and preparing hot and cold snacks and drinks and to provide a secure storage space to young people. This does not occur. The school was also asked to ensure that staff are made aware of any welfare issues relating to young people and to ensure that these needs are clearly recorded in a welfare plan. Staff are now aware of young people's welfare needs, however, these have not been recorded. These issues do not fully promote the well-being of young people.

The school was asked to ensure that there is training for staff who are responsible for administering first aid and that a record is maintained of any accidents. The school was also asked to ensure that the term 'nurse' is not used by the unregistered nurses who run the surgery. Furthermore, the school was asked to ensure regular checking of, and provide suitable isolation to sick young people. Good practice now occurs in these areas and this goes some way to promoting and protecting the health needs of young people.

The school was asked to ensure that the surgery is kept locked when unattended. This practice does not occur and this does not fully promote the well-being of young people. The school was also asked to ensure that there is monitoring by the senior management of all medication and first aid administered. This practice still does not occur and this does not promote young people's safety.

The school was asked to ensure that there are fair punishments, and fair and safe treatment of young people. The school was also asked to make improvements regarding the arrangements for young people's privacy and to ensure that there is sufficient common room space and space to be alone. Positive action has been taken to address these issues and this promotes young people's welfare. The school was asked to provide better ways for young people to be able to contribute their views to the operation of the boarding, this now occurs by means of a school council and this also helps to promote and protect young people's welfare. Positive action has also been taken by the school in relation to the recommendations made regarding improvements in the way the young people are able to maintain private contact with

their parents, to them having access to external support and to the induction process. These measures help to keep young people safe.

The school was asked to make improvements to the accommodation provided to young people, some action has been taken to make boarding houses more homely. The school was also asked to ensure that boys are afforded more privacy when showering and that the girls' showers are maintained in a better state. Boys now report that they have privacy when showering, however, girls continue to report poorly maintained showers and this issue does not promote their well-being.

The school was asked to ensure that young people have more free time, less onerous demands and more choice about the social activities in which they partake. The school was also asked to ensure that boarding staff members receive induction training, written guidance on boarding duties and a job description. No action has been taken in these areas and young people's welfare continues to be compromised because of this. Action has, however, been taken in response to a recommendation made regarding the need to ensure that boarding staff receive an appraisal and this helps to promote young people's welfare.

Helping children to be healthy

The provision is inadequate.

Young people do not have their health needs fully promoted and protected by health care practices at the school. Staff are able to identify specific welfare needs in relation to young people, however, there are no written welfare plans detailing these needs and this practice does not fully promote consistent care. It is possible for young people to choose if they wish to see a male or female doctor, however, most young people do not know this. The school surgery is not always kept locked and therefore medication is not always stored securely. Young people's welfare is therefore not fully promoted. There are no written records detailing that parents have given consent to the administration of first aid and non-prescribed medication. A general practitioner has been consulted regarding the use of emergency asthma treatment, however, there is no written protocol regarding its safe use. These practices do not provide adequate protection to young people.

Young people's safety is compromised by the poor handling of medication brought into the school by young people. No records are maintained of medication brought into the school and young people are not provided with a secure place to store such medication. Young people's welfare is compromised because of this. There are written protocols regarding the handling of some medication and records are in place regarding any treatment and medication administered to young people which helps to promote safety. However, the monitoring of administered medication and first aid does not occur and this practice does not promote young people's welfare. Monitoring of accidents does occur. Young people are all registered with the local health practice and have access to a dentist in the on-site surgery. All staff who work in boarding have completed training in first aid. There are adequate facilities with nearby toilets and washing facilities for young people who require isolation because

of sickness. The head of the school reports that consideration is currently being given to improving these facilities. Young people who are ill and need to spend time in the sick bay are regularly checked. These practices promote young people's welfare.

Young people have mixed views about the food they receive. Some are happy with the food, while others comment 'There are not enough vegetables' and 'Potatoes are served too often'. Meals provided are nutritious and varied and supplied in sufficient quantities. Young people are required to eat all that is provided and report that they are able to request the size of their portion. There is no choice of meal, however, those with any special dietary needs are provided with food to meet these needs. The headteacher reports that there is no choice of meal as this reflects the Japanese culture. There are water fountains on each floor of both boarding houses, however, older young people do not have facilities to store and prepare hot and cold snacks and drinks.

There is a school surgery that is run by three designated staff members. None of these staff are currently registered with the Nursing and Midwifery Council, however, two have experience of practising as nurses in the past. Some young people say that the surgery is closed when needed, others say 'I am happy as people in the surgery are very caring'. Some parents report positive experiences regarding the way in which the school promotes young people's health. Comments about this include 'The school is good at advising on a good diet', 'The school looks after health conditions well', and 'My child has become healthier than before'. There is a personal, social and health education programme that provides age appropriate information to young people about a range of health related issues.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The arrangements for child protection do not fully promote young people's safety. There has been some training regarding child protection for the majority of the school staff and this has included training provided by the local children's safeguarding officer. However, some ancillary staff have not received such training. The child protection policy is in line with the local safeguarding policy, however, this has very recently been changed. Incorrect information provided in the old policy has been presented to staff, and therefore, further training is required to ensure that they have the correct information required to keep young people safe. There is no prefect system within the school, however, senior pupils have some responsibility for the welfare of other pupils. No action has been taken to ensure that they are briefed on appropriate action to take should they receive any allegation of abuse, only basic information about bullying has been provided.

The relationships that exist between staff and young people are generally respectful and formal and there are high standards of behaviour. Positive behaviour by young people is acknowledged and rewarded by praise and certificates. The philosophy of 'living together in harmony' is promoted in the school. There is a clear school policy

on behaviour management and staff, parents and young people are made aware of this. Any sanctions given are discussed in daily staff meetings to help ensure consistency and fairness. There are mixed opinions from young people about how they are treated in the school. Many young people report that they feel safe in the school and that there is an adult that they can approach for support. One young person said 'We are treated fairly', another said 'The rules are too strict', while another young person said 'I feel uncomfortable with some teachers as they discriminate against some students'. Two other young people said they feel that young people are unfairly treated at times. The school is aware of these issues and the headteacher has made assurances that these issues will be investigated.

Bullying is not reported to be a major issue at the school. Some young people report some incidents of bullying from other young people and some unkind comments being made from members of the public because they wear their school uniforms when visiting a local village at the weekend. Staff are sensitive to bullying, including cyber bullying and are clear about their responsibilities for challenging it. Young people have their personal privacy protected. They report that washing facilities allow for sufficient levels of privacy. Closed circuit television (CCTV) is used only in external areas as a security precaution. Checks are made on staff members prior to them commencing work at the school, however, these do not fully comply with the 'Safeguarding Children and Safer Recruitment in Education' guidance. Furthermore, one person living on site, but not employed by the school has not been subject to a Criminal Records Bureau check. Recruitment practices in the school therefore do not fully promote safety for young people.

Young people are protected from adults who visit the school. Good systems exist for monitoring any visitors to the school. Young people benefit from living in a safe environment. There are good fire safety arrangements such as regular fire drills, safety checks on the fire equipment and staff training in fire safety. All areas of the school have been risk assessed and risk assessments are kept under review. A range of safety checks occur in order to keep young people safe. The school does not facilitate high risk activities.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Young people's welfare is compromised as they do not have sufficient and suitably timed free time each day. Many young people say that their free time is limited. Their comments include 'There is not enough time in daily life', 'I am not happy with the fact that we don't have much time for reading, self-study and free time' and 'We tend to get tired easily, we can't refresh fully'. They say that there are high expectations of them to achieve good qualifications and therefore most young people use free time to study. The headteacher confirms that it is an expectation of parents that young people work hard. This means that young people spend much of their time studying, including at weekends. Depending on their age, young people often work until 11.40pm and rise at 6.45am. This leaves limited time for rest, or time for themselves.

Young people have limited access to a range of activities at weekends. Young people attend a chapel service most mornings and every Sunday. The only choice of activity on a Saturday, regardless of age, is a trip to the local village. The school reports that because young people are from Japan, they have no interest in other activities. Young people must wear school uniform when going to the village which clearly makes them stand out and some young people report some bullying because of this. One young person said 'It's a shame we don't have much communication with the outside world'. Young people do have access to a range of on site activities out of class time, throughout the year, both indoors and outdoors as appropriate. There are sporting facilities within the grounds of the school, including a sports hall. There has been a recent midweek trip to London. Young people have access to the internet and there are safeguards which prevent them from entering many internet sites. Newspapers and books are available. Young people have access to a range and choice of safe recreational areas in the school. A small common room has recently been created in the boys' house and sofas have been purchased to increase seating in the girls' house; televisions are now available in these areas. A number of other spaces are available around the school where young people can go at weekends and evenings if they wish to be alone.

Young people have formal relationships with staff but say that they receive personal support from some staff and that they have an adult to talk to if they need this. One staff member spoken with said that young people may come to them with any problems if they wish. The school employs an independent listener and this person is known to young people who understand that they can, and know how, to approach them with any problems. There is also a school Chaplain who is signposted to young people as a person they can speak with. Young people do not experience inappropriate discrimination in the school.

Helping children make a positive contribution

The provision is satisfactory.

Young people are able to contribute to the operation of boarding in the school. This is done through formal opportunities such as the school council, an opinions box and through a recent survey carried out by the school. Generally young people feel listened to and say 'I leave my opinions to the student committee, through the opinion box or directly', and 'I can talk to teachers or the head directly'. Other young people feel less listened to and say 'Normally students' opinions are not respected but it may be a little better this year', and 'I don't think teachers take our views seriously'. Young people are able to give examples of their opinions being taken seriously, such as changes being made to the breakfast menu.

Young people are able to maintain private contact with their parents. There are telephone booths that young people say they can make private calls from and young people are able to buy a telephone card from the tuck shop. Some young people say, however, that they do not have anywhere to store their phone card. This results in staff looking after the card, and therefore young people must request it every time

they wish to make a telephone call. This practice does not fully promote young people's right to privacy. Young people also say that they are able to send e-mails to their parents in private. Young people may write letters to their parents, but say that staff post these for them due to the location of the post box. Parents report that the school is good at maintaining contact with them regarding their children. Information about how to contact child line, and the independent listener is made available to young people.

New young people arriving at the school are introduced to the school's procedures and operations and are enabled to settle in. Young people say that there is a good induction programme and staff spend time with them explaining how the school works. There is a young people's guide which sets out the rules of the school and gives information about issues such as bullying and how to complain.

Achieving economic wellbeing

The provision is satisfactory.

Most young people do not have a suitably secure, accessible place to keep personal possessions. The school currently provides 'mini safes', however, there is cost of £20 for these. There are school lockers, however, locks are not provided to all young people for these. Furthermore, a school locker may not be suitable for the storage of medication that may be required throughout the night. Reasonable protection is provided for young people's personal possessions and any valuables that they bring to school and young people are discouraged from bringing any valuables with them. Staff look after money and valuables on request and a record is kept of this.

Boarding houses, in general, provide adequate facilities to young people. Facilities are suitably lit, heated, ventilated and are basically furnished. Each young person has a bed, chair, wardrobe and cupboard. Dormitories range in size from having two, to ten beds. Dormitories with a large a number of beds are large in size. Some young people are content with their sleeping accommodation, while others say it can get cold and feel institutional. Notice boards have recently been provided in each dormitory and young people report that they are able to personalise these. These have not been well used to date and the school reports that it is Japanese custom not to decorate personal space, however, young people report that they have not yet had time to bring photographs from home and buy pictures to put on the boards. Boarding houses are clean and generally well maintained. One young person said that their bed was wobbly and the headteacher is clear that this issue requires attention. Additional seating has recently been provided in the boarding house communal areas in order to provide more comfort to young people. This seating is, however, limited.

There is an adequate number of showers, wash basins and changing facilities and these provide adequate levels of privacy. A number of female young people spoke of their disaffection with the showers in their boarding house. One young person said 'I am not happy with the showers'. Other showers are available for young people to use, however, this issue does not fully promote young people's well-being.

Organisation

The organisation is inadequate.

Young people's welfare is not fully promoted as they are looked after by staff who do not have clear written boarding duties and an adequate induction. All teachers are provided with a job description, however, these contain little information about how to promote young people's welfare outside of the educational day. Furthermore, boarding staff do not have written guidance regarding all boarding duties. Induction training involves health and safety issues, but does not extend to the emotional welfare of young people. Poor practice occurs regarding the placement of young people placed in lodgings and this does not promote their well-being. Some checks on host families are made such as Criminal Records Bureau checks and bi-annual home visits. However, no written records are in place regarding the home visits and therefore there is no clear record of required checks being made. No written agreements are in place with host families detailing what level of care is required and no information is provided to host families about behaviour management. No references are taken to ascertain the suitability of hosts and no arrangements are in place regarding the need for any new adult household member to have a Criminal Records Bureau check. One young person spoken with, however, reported having an extremely positive experience of staying with a host family.

There is currently no formal system in place to monitor the welfare provision in the school and senior staff have not received training in the management and practice of boarding to ensure that young people's welfare is safeguarded and promoted. Informal monitoring of young people's welfare, however, does occur in daily teachers' meetings and the head of teaching has a great deal of experience of working in the school and is scheduled to attend training on the Boarding School Association's 'Essentials of Boarding'. The school has recently introduced a staff appraisal system. The newest staff members have received appraisals and the head of teaching reports that all staff will receive an appraisal.

The promotion of equality and diversity is satisfactory. Young people are able to pursue their own religions and young people are treated as individuals. The school has a clear statement of boarding principles and practice which is made available to the parents, staff and young people in suitable formats. There is satisfactory organisation of boarding, including adequate accommodation and equality of treatment of young people. Generally, risk assessments and school record keeping contribute to young people's welfare. There are good systems for reviewing environmental and risk assessments and for reviewing any risks associated with activities. Major punishments, complaints and accidents are kept under review and this helps to keep young people safe. There is adequate supervision of young people. Young people spend the majority of their time in classrooms in out-of-school hours and there are teachers who supervise them. One teacher of each gender sleeps in each boarding house each evening.

What must be done to secure future improvement?

Compliance with national minimum standards

The school meets all the national minimum standards, with the exception of any listed below. To ensure that the school meets the national minimum standards the school needs to...

- ensure so far as possible the school enables boarders to see either a male or female doctor as the boarder chooses (NMS 15)
- ensure that the surgery and the filing cabinet containing medical records are kept locked when nursing staff are not in the surgery (NMS 7)
- ensure that the written school record of all medication and first aid administered to boarders is regularly monitored by an appropriate designated senior member of staff (NMS 15)
- ensure that an appropriate staff member prepares and works to a written and agreed individual 'welfare plan', agreed with a parent, for any boarder with special welfare needs, significant emotional or behavioural difficulties, or who does not see his or her parent or legal guardian at least three times a year (NMS 17)
- ensure that boarders are given a choice of meals and that a vegetarian option is available at every meal (NMS 24)
- ensure that older boarders have facilities to store appropriate food and prepare their own hot and cold snacks and drinks hygienically (NMS 25)
- ensure that a written school record is kept of all medication brought into the school (including Japanese medication) and that there is a clear written protocol for its use. This should include an assessment of the young person's ability to manage the medication and the provision of secure storage space to keep medication (NMS 15)
- ensure that written parental permission has been obtained in advance for the administration of first aid and appropriate non-prescribed medication to young people (NMS 15)
- ensure that there is a written protocol for the use of all medication (including Ventolin) that has been written in accordance with the advice of a qualified medical or nursing professional (NMS 15)
- ensure that all staff, including newly appointed and ancillary staff, receive a briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations (NMS 3)
- ensure the school's policy on child protection is known to staff and as appropriate to older boarders in position of responsibility (NMS 3)
- ensure where appropriate, senior pupils given positions of responsibility over other pupils are briefed on appropriate action to take should they receive any allegations of abuse (NMS 3)
- ensure that recruitment checks for all staff members are in line with the Safeguarding Children and Safer Recruitment in Education guidance (NMS 38)
- ensure that a Criminal Records Bureau check has been carried out on all people who live on site but are not employed by the school (NMS 38)

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- ensure boarders have sufficient and suitably timed free time each day (NMS 11)
 - ensure the school provides a satisfactory range and choice of activities for boarders out of class time throughout the year, both indoor and outdoors as appropriate (NMS 11)
 - ensure that where there are unusual or especially onerous demands on boarders these do not unacceptably affect boarders welfare (NMS 27)
 - ensure that boarders have a suitable, secure, accessible place to keep personal possessions and valuables; such place to be lockable (NMS 20)
 - ensure that the girls' showers are maintained to a satisfactory standard which removes the need for frequent repairs (NMS 44)
 - ensure that all members of staff with boarding duties have job descriptions that reflect such duties and receive induction in boarding when newly appointed (NMS 34)
 - ensure that all members of staff with boarding duties are provided with written up-to-date guidance on the school's boarding policies and guidance (NMS 35)
 - ensure that the school reviews its boarding policy and procedure to ensure that boarders are looked after by permanent, qualified staff (NMS 8)
 - ensure that the school has systems in place to monitor the welfare provision for the boarders (NMS 8)
 - ensure that there is clear management and leadership of the practice and development of boarding (NMS 8)
 - ensure that all requirements detailed in this national minimum standard are adhered to prior to placing young people in a host family. (NMS 51)