

Trustees Report from the headteacher for the year ending 31 July 2022

OUR AIMS

The objects of the School are the advancement of education (including social and physical training) of boys and girls, and in particular to emphasise the benefits of Music, especially to those under special circumstances.

We aim to provide a first class education to boys and girls from the ages of 9 to 18. We seek to provide a structured educational environment that develops our pupils' capabilities, competences and skills. We promote the academic, moral and physical development of our pupils through our academic curriculum, pastoral care, sporting and other activities. We provide an educational environment where each student can develop and fulfil his or her potential, building their self-confidence and inculcating a desire to contribute to the wider community. We also provide a safe environment for those children unable to cope in mainstream secondary schools. In so doing, we prepare our pupils for the opportunities, responsibilities and experience of later life.

OUR OBJECTIVES

Our objectives are set to reflect our educational aims and the ethos of the School. It is important to us that we maintain and enhance the academic success of the School.

Our key objectives for the year included:

- to enhance and improve the co-curricular provision for pupils
- to continue to develop the first-class pastoral care we provide for pupils, especially those who have been failed by the maintained school system and struggling because of Covid-19
- to provide continuing support of our pupils already in receipt of fee assistance through bursaries
- to increase the provision of means tested bursary places to 7 for the September 2022 intake
- to develop our programme of co-operation and joint working with local state junior and secondary schools
- to play our part in the life of our local community through our community access and service programmes.

REVIEW OF ACTIVITIES AND ACHIEVEMENTS

Pupil numbers and fees

Pupil numbers at School increased slightly to 50. This is ten places away from our DfE registered capacity of 60.

Our fees for the current year before the deduction of any means assisted bursaries and scholarships have increased slightly to £2400 per term as per

standard. This is following a period of four years that have seen no increase in fees.

2

Academic

Our academic results again showed further improvements with our public examination results being good for a relatively small cohort to enter throughout a time of chaos because of the Covid-19 pandemic and the catch up expected of pupils. The curriculum also includes the development of the whole individual, including the 'soft skills' of self-presentation, public speaking, team working, coaching and mentoring of others and social skills. The co-curricular activities are significant for being the main avenue for developing these strengths where we combine the personal interests of our pupils with the opportunities to develop these soft skills. Within the classic classroom the curriculum is used creatively to draw out these skills in LIFE lessons. We offer a Project in order to enhance the curriculum which covers such diverse topics as scuba diving, Egypt, Law, Japanese Festivals and more.

At GCSE 100% achieved a 4-5 in Maths, 100% achieved a 4-6 in English and 100% achieved a 5-8 in Music.

We have maintained our 'Good' achieved in our second Ofsted report in June 2018 but are expecting an overdue inspection based on the new framework.

Co-curricular activities:

Music

All our pupils learn at least one musical instrument, and the whole school learns violin and piano. All are working towards music exams in the following year. An ad hoc ensemble regularly performs in local venues, and we regularly go into maintained schools to run workshops. The school has created two ensembles; junior and senior, which are both working towards a concert and based around orchestral instruments alongside the existing band instruments commonly played.

Sport

Pupils are learning football, and we now use the facilities at West Warwick's sports ground under the tutelage of Football Development Scheme. We are looking forward to introducing some form of martial arts in the 22/23 academic year.

Details of bursary and scholarship awards

Bursaries

This year the value of means tested bursaries totalled £50,400 and represented 11% of our gross fees. They provided assistance to 8 of our pupils. A hardship fund is also available to help pupils in receipt of bursaries meet the costs of school trips, examination entrance fees and similar expenses. In the year costs of £1200 were met by the hardship fund.

Review

The Governors are currently reviewing our Bursary and Scholarship Awards policies to ensure that able children can accept offers of places at our School through the

availability of means tested fee assistance. Our policy is designed to widen access to our School. We anticipate this review will help inform the development of our policy and help ensure the objective of wider access continues to be achieved.

We like to share our expertise and perspectives with colleagues from state schools. This is a growing area of activity and overall the resources invested in this area, recognised by the value of time and support costs, amounted to £2000. HT serves as Vice-Chair of Governors at a maintained all-through school attached to a Studio School, and DHT serves as Vice-Chair of Governors in an RSA school alongside a maintained school.

Music

Musicians from Kimichi School have regularly visited our local primary schools to support their staff, run workshops and perform. We also welcome Birmingham Conservatoire students into school to share their expertise. KSO was set up to embrace those looking for more of a challenge and has performed large scale concerts that have attracted the Mayor of Birmingham and showcased the pupils of the school.

Community Service

Pupils also take part in practical voluntary service in the local community, for example Clean up the Canal, litter picking, bag packing for community charities, working with Arts in the Yard and assisting at St. Marys church.

Community access

We see Kimichi School as a part of a wider community and where we can assist the community without detriment to advancing the education of our pupils we are delighted so to do. Kimichi Symphony Orchestra, chamber music groups, and local music teachers all made regular use of our school free of charge out of school hours.

FUTURE PLANS

The Governors intend to continue their current strategies of maintaining the School's position in a competitive market by investing to provide high quality education as well as readiness for life for our pupils. Achieving a high standard of academic results is a constant aim whilst maintaining the breadth and depth of the education provided.

The Headmaster and senior staff continue to review the curriculum to ensure that the educational qualifications remain appropriate for our pupils' development.

Our future plans are financed primarily from fee income and from our reserves. The Governors need to maintain an equitable balance ensuring our current pupils benefit whilst, at the same time, ensuring a sound infrastructure and financial base are preserved for the next generation of pupils in the same way as our current pupils benefit today from the investment made in the past.

The Governors view our bursary and scholarship awards as important in widening access to the education our School provides. The Governors are currently reviewing our Bursary and Scholarship Awards policies to ensure that able children can accept offers of places at our School through the availability of means-tested fee assistance.

Environmental issues are also a high priority and we are making our buildings more energy efficient, seeking the more efficient use of water and supporting local recycling initiatives; eg. Waste collection.

OUR FINANCES

Financial accounts are attached to this document.

The principal source of income is fees accounting for 98% of the School's income in this year, but amounting to a larger share in upcoming years.

As a charity the parents of our pupils have the assurance that all the income of the School must be applied for educational purposes. As an educational charity we enjoy tax exemption on our educational activities and on our investment income and gains provided these are applied for our charitable aims. As a Charity we are also entitled to an 80% reduction on our business rates on the property we occupy for our charitable purposes. The financial benefits we receive from these tax exemptions are all applied for educational purposes and indirectly help us to maintain our bursary policies and 'teaching link' programme.

In addition to the very substantial benefits our School brings to our pupils, the local community and society through the education we offer, our bursary programme creates a social asset without cost to the Exchequer.

Developments and Maintenance

Major projects include painting the front of the building, landscaping and replacing the hall. The hall in particular, will represent a substantial asset to the school, and has been donated by a parent. All works are ongoing. We have added an extra classroom to accommodate growing numbers. We have also invested in nine second-hand laptops to facilitate online access and working with a word processor.

Reserves and Financial Health

The Governors regularly review the finances, budgets and spend against budget together with a monthly cash flow analysis as part of the effective stewardship of the School.

The Governors recognise that the level of reserves fluctuates during periods of investment in the School estate and we have arranged a separate "rainy day" account to build an adequate 'safety net' should it be required. As numbers increase (projected numbers are 60 at most), this will become easier.

OUR ETHOS, STRATEGY AND POLICIES

Our Governors are responsible for setting a strategy for achieving the objectives they have set. The focus of our strategy is on the development of our pupils, their continued high levels of academic and co-curricular achievement and to further widen access to the education our School provides. In taking forward our strategy we:

- review and benchmark the School's academic syllabus, teaching practices and examination results
- ensure the range of co-curricular activities available to our pupils is stimulating and challenging
- invest in technology and the infrastructure of our School
- co-operate and share resources with local schools

- continue to review and develop our methods for awarding bursaries and scholarships to ensure wider access to pupils from all backgrounds

Our ethos: a caring School serving our local community and society

Kimichi School is a charitable trust which seeks to benefit the public through the pursuit of its stated aims. Our fees are set at a level to ensure the financial viability of the School and at a level that is consistent with our aim of providing a first class education to boys and girls.

Our School welcomes pupils from all backgrounds. To admit a prospective pupil, we need to be satisfied that our School will be able to educate and develop a prospective pupil to the best of their potential and in line with the general standards achieved by their peers. Entrance interviews and assessments are undertaken to satisfy ourselves and parents that potential pupils can cope with the pace of learning and benefit from the education we provide. An individual's economic status, gender, ethnicity, race, religion or disability do not form part of our assessment processes.

We are an equal opportunity organisation and are committed to a working environment that is free from any form of discrimination on the grounds of colour, race, ethnicity, religion, sex, sexual orientation or disability. We will make reasonable adjustments to meet the needs of staff or pupils who are or become disabled.

Our School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment.

Parents are given regular information about their children's social and academic progress through constant contact and an open-door policy in addition to the traditional end of term and year reports.

ACCESS POLICY

It is important to us that access to the education we offer is not restricted to those who can afford our fees. We believe our pupils benefit from learning within a diverse community. A great deal of learning occurs through social interaction, conversation and shared experiences which helps our pupils develop an understanding of the perspectives of other people that will be vital in their adult lives. To this end, we also welcome LAC and those with an EHCP alongside anxiety-based school refusers.

Our bursary policy contributes to a widening of access to the education we offer and the facilities we enjoy.

Bursary policy

The Governors view our bursary awards as important in helping to ensure children from families who would otherwise not be able to afford the fees can access the education we offer. Our bursary awards are available to all who meet our general entry requirements and are made solely on the basis of parental means or to relieve hardship where a pupil's education and future prospects would otherwise be at risk for example in the case of redundancy.

In assessing means we take a number of factors into consideration including family income, investments and savings and family circumstances for example dependant relatives and the number of siblings. However, our School does not have a large

endowment and in funding our awards we have to be mindful that we must ensure a balance between fee-paying parents, many of whom make considerable personal sacrifices to fund their child's education, and those benefiting from the awards.

STRUCTURE, GOVERNANCE AND MANAGEMENT

The Governors, who are also the charity trustees, are responsible for the overall management and control of the Kimichi School Foundation Charity and meet six times a year. The work of implementing most of their policies is carried out by all members and the Finance Committee which meet monthly.

All trustees give of their time freely and no remuneration or expenses were paid in the year apart from the Headteacher at an agreed salary. No Governor or person connected with a Governor received any benefit from either means tested bursaries or scholarships awarded to our pupils.

Key management personnel

The Governors consider that they, together with the Head, the Deputy Head and the Bursar comprise the Key Management Personnel. The Governors give of their time freely and the pay and remuneration of the Head and senior staff is set by the Finance Committee and is kept under annual review. A number of criteria are used in setting pay:

- nature of the role and responsibilities
- competitor salaries in the region
- the sector average salary for comparable positions
- trends in pay

The Governors have given delegated authority to the Head to pay higher salaries for exceptional candidates where this is in the interest of the School.

Organisational Management

The Governors determine the general policy of the School. The day to day running of the School is delegated to the Head, supported by senior staff. The Headteacher undertakes the key leadership role overseeing educational, pastoral and administrative functions in consultation with the senior staff.

The Head oversees the recruitment of all educational staff, whilst under delegated authority the DHT oversees the recruitment of administrative and non-teaching support staff. The Head and Deputy are invited to attend Governors' meetings.

Risk Management

The Governors are responsible for the overseeing of the risks faced by the School. Detailed considerations of risk are delegated to the Senior Management of the School. Risks are identified, assessed and controls established throughout the year. A review of the charity's risk management processes is undertaken on an annual basis. Risk is managed under the headings of financial sustainability, school safety, student welfare, employment, school trips and events and community access.

The main risks that the Governors have identified and the plans to manage those risks are:

- **Reputation.** The School's success is built on its reputation for the education and well-being of our pupils.

We manage this risk through safeguarding policies, staff recruitment policies, pastoral support for both pupils and staff and active identification and resolution of health and safety related issues.

- **Money.** Our ability to continue is reliant on pupil fees and the ability to pay bills as they fall due. This risk is managed by marketing activity, having a reputation for academic excellence and active cash-flow management including access to an adequate short-term credit facility.

- **Curriculum.** Academic excellence requires the most able teachers with adequate facilities delivering the curriculum to able students. We manage this risk by combining attractive salaries with the freedom to teach and think outside the box often lost at other establishments.

Through the risk management processes established for the School, the Governors are satisfied that the major risks identified have been adequately mitigated where necessary. It is recognised that systems can only provide reasonable but not absolute assurance that major risks have been adequately managed.

Governor Recruitment and Training

The Governing body requires breadth and depth of experience to carry out its duties effectively and efficiently. When recruiting new trustees, the important attribute is a passion for the work of our Schools and an understanding of education as a holistic and rounded experience of personal growth. We also invite senior local business people to consider joining our Board. Where possible the Governors consider that the skills and experience of the Board should comprise the following:

- A Governor with a financial/accounting background
- A Governor with education experience
- A Governor with senior managerial or business experience
- A Governor with experience of equal opportunities or disability needs
- At least one female Governor and at least one male Governor

One Governor may have one or more of these skills.

GOVERNORS AND CHARITY TRUSTEES

The trustees comprise the Governors of Kimichi School with added non-trustee expertise. New Governors' are appointed by the existing Board of Governors. We are currently seeking a new parent governor.

Governors

K. Berry (chairperson)

R. Tattam (Safeguarding)

S. Alexander (Headteacher)

R. Fowler (clerk)

A. Mircea (community)

Associate Governors

L. Goodwin (community)

D. Clarke (parent)

Finance Committee □

K. Berry, S. Alexander, R.

CONTACT DETAILS

Address:

111 Yardley Road, Acocks Green, Birmingham, B276LL

Website www.kimichischool.co.uk

Registered Charity No. 1149571

Inspection of Kimichi School

Eastbourne House, 111 Yardley Road, Acocks Green, Birmingham, West Midlands
B27 6LL

Inspection dates:

22 to 24 November 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Sixth-form provision

Good

Overall effectiveness at previous
inspection

Good

Does the school meet the independent
school standards?

No

What is it like to attend this school?

Nearly all pupils and students say that they enjoy coming to school and that they feel safe. They value the sense of belonging that is nurtured by all staff. Pupils' and students' behaviour is good. They have made a significant contribution to developing the rules they should all follow.

Pupils are usually kind and considerate. They are respectful of each other's views and choices and have a strong sense of fairness and equality for all. As a result, bullying is rare. When bullying does happen, it is dealt with quickly.

Leaders want the best for all pupils and students. They set high expectations for pupils' behaviour and achievement and make sure that support is available to help pupils to achieve as well as possible. Pupils understand that they need to work hard and try hard. They nearly always do so.

Pupils have a range of opportunities to develop their leadership skills. Those who are elected to the school council are proud of the work they do. School and house captains take their responsibilities very seriously. They help to resolve differences, as well as representing the views of their peers. Older pupils and students frequently support younger learners, in and out of the classroom.

What does the school do well and what does it need to do better?

Leaders do not know and understand the purpose and intent of all the independent school standards well enough. This led to omissions from the single central record that had to be rectified during the inspection.

Leaders want all pupils and students to do as well as they can, including those who have special educational needs and/or disabilities (SEND). Leaders have developed a broad and ambitious curriculum. Teachers adapt the curriculum effectively to meet the needs of the many pupils who require additional support. In most subjects, learning has been organised to provide pupils with a clear and logical pathway towards accumulating the skills, understanding and knowledge they need. This is underpinned by a focus on developing vocabulary across subjects to ensure that pupils have the language they require to support learning. As a result, many pupils are keen and articulate participants in discussions.

Some areas of the curriculum are less developed than others. For instance, the topic-based curriculum for younger pupils in the school is a recent change. Leaders are monitoring its development and impact. Some physical education (PE) is taught at a local sports facility. However, a significant element of the PE curriculum takes place on the school premises. Leaders have not ensured that they have the changing and showering facilities required by the independent school standards.

Pupils and students are confident, fluent readers. Leaders want pupils to develop a love of reading. They are increasing the range of books and other reading materials to encourage pupils to read more for pleasure as well as for learning. Although pupils do not routinely choose to read, a few were able to name a book they were enjoying.

Teachers have good subject knowledge that they use to help bring learning to life for their pupils. However, they do not always use the most effective methods to present the content they want pupils to learn. This can occasionally lead to some pupils having to wait too long before they can move on in their learning. As a result, these pupils do not always learn and remember as much as they could.

Assessment strategies are used effectively. Teachers use questioning well to check whether pupils have remembered and understood their learning. They quickly identify any misconceptions or gaps in knowledge and take steps to address these. Leaders are also quick to identify any pupils who may have SEND. Regular assessment opportunities ensure that leaders and teachers know how well pupils are progressing towards their learning goals and which pupils may need additional help and support. As a result, over time, pupils with SEND make good progress towards the planned end-points.

Over time, pupils and students are helped to develop very positive learning behaviours. They arrive at lessons ready to learn. They listen carefully to their teachers and are keen to contribute their ideas. As a result, there is seldom any disruption of learning.

There is a range of opportunities for pupils and students to broaden their understanding and experiences of the world around them. Pupils understand equality and the protected characteristics. They develop respect and tolerance for the cultures and beliefs of others, supported by a programme of visits and activities. For instance, they visit theatres, museums, the Houses of Parliament and other countries. Pupils spoke about fundamental British values with understanding, giving relevant examples.

Careers advice is woven throughout the 'Life' curriculum, but is also offered as discrete lessons. There are many examples of displays around the school focusing on a wide range of potential careers and the pathways towards them. Relationships and sex education (RSE) is carefully planned and delivered to ensure that pupils and students have an age-appropriate understanding of safe, equal and caring relationships.

In line with the school's specialism, there are numerous musical opportunities, from learning to play an instrument to performing in a range of prestigious venues. All pupils learn at least one instrument. In doing so, they learn about resilience and commitment. The success they experience raises their aspirations as their self-esteem increases.

A small number of parents and carers feel that communication with school leaders is not as good as it could be.

Staff say that leaders take their well-being and workload into account. They say that if they need help, they can ask for it and leaders will do their best to provide support.

Governors provide support to the headteacher to identify how the school can make further improvements. There are examples of how they have held leaders to account on occasion.

The safeguarding policy takes account of the latest government guidance and is published on the school's website.

The school complies with schedule 10 of the Equality Act 2010. An accessibility plan is in place that considers how improvements can be made for pupils with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that all staff are well trained. They know how to identify any concerns and report these promptly. Leaders work effectively with other agencies across a wide area to make sure that pupils and their families get early help when they need it.

Pupils are taught how to keep themselves safe, including when they are online.

At the time of the inspection, leaders had not made sure that all recruitment checks had been completed. Leaders did not have a secure understanding of which checks related to which staff. This was rectified during the inspection.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders do not know and understand the purpose and intent of all the independent school standards well enough. This means that at the time of the inspection, they had not completed all the checks they should have. Leaders should make sure that they rapidly develop a thorough understanding of all the independent school standards so that they are not reliant on external sources to help them comply with statutory safeguarding requirements.
- A small number of parents do not feel that leaders communicate with them well enough. Leaders should consider how communication can be improved, so that all voices are heard.
- Sometimes, teachers do not select the most effective method to present new learning. As a result, over time, some pupils do not always learn and remember

as much as they could. Leaders should ensure that all teaching staff have opportunities to develop their pedagogical knowledge and skills.

- Leaders' efforts to establish a culture of reading for pleasure have not yet been realised. Only a few pupils routinely choose to read for enjoyment. Leaders should ensure that pupils are actively supported to broaden their reading repertoire.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	141242
DfE registration number	330/6017
Local authority	Birmingham
Inspection number	10238125
Type of school	Other independent school
School category	Independent school
Age range of pupils	9 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	47
Of which, number on roll in the sixth form	3
Number of part-time pupils	0
Proprietor	Sally Alexander MBE
Chair	Kirstie Berrie
Headteacher	Sally Alexander MBE
Annual fees (day pupils)	£9,000
Telephone number	0121 679 5298
Website	www.kimichischool.co.uk
Email address	kimichisom@gmail.com
Date of previous inspection	26 to 28 June 2018

Information about this school

- The school is registered to provide full-time education for boys and girls aged nine to 18.
- The school is in Birmingham. It was registered as an independent school in August 2014 and is housed in a converted residential property.
- The school's most recent standard inspection was in June 2018, when it was judged to be good overall.
- The school does not use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014. See annexe.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and teachers. The lead inspector also spoke with the chair of governors and the vice-chair of governors.
- Inspectors conducted deep dives in English, mathematics, music and the school's programme that encompasses personal, social and health education, RSE, careers education and life skills. Each deep dive included discussions with curriculum leaders and teachers, visits to lessons and scrutiny of pupils' work. Inspectors met with pupils to discuss their learning and more generally their experiences in school.
- Inspectors met with staff to discuss the support they receive to develop their skills and knowledge and to manage their workload.
- Inspectors reviewed a range of documents, including those relating to curriculum and assessment. Inspectors also looked at school policies, development planning and self-assessment, and the school's records of behaviour.
- The lead inspector scrutinised safeguarding documents, reviewed the school's processes for reporting concerns and checked recruitment procedures.
- Inspectors checked all the independent school standards.
- The lead inspector considered responses to Ofsted Parent View and to the pupil and staff surveys.

Inspection team

Mel Ford, lead inspector

His Majesty's Inspector

David Hermitt

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7(b) the arrangements made to safeguard and promote the welfare of pupils at the school have regard to any guidance issued by the Secretary of State.

Part 4. Suitability of staff, supply staff, and proprietors

- 21(3) The information referred to in this sub-paragraph is–
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether–
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

Part 5. Premises of and accommodation at schools

- 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently;

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Eastbourne House, 111 Yardley Road, Acocks Green, Birmingham, West Midlands
B27 6LL

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Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

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Sixth-form provision

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inspection

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school standards?

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Pupils are usually kind and considerate. They are respectful of each other's views and choices and have a strong sense of fairness and equality for all. As a result, bullying is rare. When bullying does happen, it is dealt with quickly.

Leaders want the best for all pupils and students. They set high expectations for pupils' behaviour and achievement and make sure that support is available to help pupils to achieve as well as possible. Pupils understand that they need to work hard and try hard. They nearly always do so.

Pupils have a range of opportunities to develop their leadership skills. Those who are elected to the school council are proud of the work they do. School and house captains take their responsibilities very seriously. They help to resolve differences, as well as representing the views of their peers. Older pupils and students frequently support younger learners, in and out of the classroom.

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Some areas of the curriculum are less developed than others. For instance, the topic-based curriculum for younger pupils in the school is a recent change. Leaders are monitoring its development and impact. Some physical education (PE) is taught at a local sports facility. However, a significant element of the PE curriculum takes place on the school premises. Leaders have not ensured that they have the changing and showering facilities required by the independent school standards.

Pupils and students are confident, fluent readers. Leaders want pupils to develop a love of reading. They are increasing the range of books and other reading materials to encourage pupils to read more for pleasure as well as for learning. Although pupils do not routinely choose to read, a few were able to name a book they were enjoying.

Teachers have good subject knowledge that they use to help bring learning to life for their pupils. However, they do not always use the most effective methods to present the content they want pupils to learn. This can occasionally lead to some pupils having to wait too long before they can move on in their learning. As a result, these pupils do not always learn and remember as much as they could.

Assessment strategies are used effectively. Teachers use questioning well to check whether pupils have remembered and understood their learning. They quickly identify any misconceptions or gaps in knowledge and take steps to address these. Leaders are also quick to identify any pupils who may have SEND. Regular assessment opportunities ensure that leaders and teachers know how well pupils are progressing towards their learning goals and which pupils may need additional help and support. As a result, over time, pupils with SEND make good progress towards the planned end-points.

Over time, pupils and students are helped to develop very positive learning behaviours. They arrive at lessons ready to learn. They listen carefully to their teachers and are keen to contribute their ideas. As a result, there is seldom any disruption of learning.

There is a range of opportunities for pupils and students to broaden their understanding and experiences of the world around them. Pupils understand equality and the protected characteristics. They develop respect and tolerance for the cultures and beliefs of others, supported by a programme of visits and activities. For instance, they visit theatres, museums, the Houses of Parliament and other countries. Pupils spoke about fundamental British values with understanding, giving relevant examples.

Careers advice is woven throughout the 'Life' curriculum, but is also offered as discrete lessons. There are many examples of displays around the school focusing on a wide range of potential careers and the pathways towards them. Relationships and sex education (RSE) is carefully planned and delivered to ensure that pupils and students have an age-appropriate understanding of safe, equal and caring relationships.

In line with the school's specialism, there are numerous musical opportunities, from learning to play an instrument to performing in a range of prestigious venues. All pupils learn at least one instrument. In doing so, they learn about resilience and commitment. The success they experience raises their aspirations as their self-esteem increases.

A small number of parents and carers feel that communication with school leaders is not as good as it could be.

Staff say that leaders take their well-being and workload into account. They say that if they need help, they can ask for it and leaders will do their best to provide support.

Governors provide support to the headteacher to identify how the school can make further improvements. There are examples of how they have held leaders to account on occasion.

The safeguarding policy takes account of the latest government guidance and is published on the school's website.

The school complies with schedule 10 of the Equality Act 2010. An accessibility plan is in place that considers how improvements can be made for pupils with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that all staff are well trained. They know how to identify any concerns and report these promptly. Leaders work effectively with other agencies across a wide area to make sure that pupils and their families get early help when they need it.

Pupils are taught how to keep themselves safe, including when they are online.

At the time of the inspection, leaders had not made sure that all recruitment checks had been completed. Leaders did not have a secure understanding of which checks related to which staff. This was rectified during the inspection.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders do not know and understand the purpose and intent of all the independent school standards well enough. This means that at the time of the inspection, they had not completed all the checks they should have. Leaders should make sure that they rapidly develop a thorough understanding of all the independent school standards so that they are not reliant on external sources to help them comply with statutory safeguarding requirements.
- A small number of parents do not feel that leaders communicate with them well enough. Leaders should consider how communication can be improved, so that all voices are heard.
- Sometimes, teachers do not select the most effective method to present new learning. As a result, over time, some pupils do not always learn and remember

as much as they could. Leaders should ensure that all teaching staff have opportunities to develop their pedagogical knowledge and skills.

- Leaders' efforts to establish a culture of reading for pleasure have not yet been realised. Only a few pupils routinely choose to read for enjoyment. Leaders should ensure that pupils are actively supported to broaden their reading repertoire.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	141242
DfE registration number	330/6017
Local authority	Birmingham
Inspection number	10238125
Type of school	Other independent school
School category	Independent school
Age range of pupils	9 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	47
Of which, number on roll in the sixth form	3
Number of part-time pupils	0
Proprietor	Sally Alexander MBE
Chair	Kirstie Berrie
Headteacher	Sally Alexander MBE
Annual fees (day pupils)	£9,000
Telephone number	0121 679 5298
Website	www.kimichischool.co.uk
Email address	kimichisom@gmail.com
Date of previous inspection	26 to 28 June 2018

Information about this school

- The school is registered to provide full-time education for boys and girls aged nine to 18.
- The school is in Birmingham. It was registered as an independent school in August 2014 and is housed in a converted residential property.
- The school's most recent standard inspection was in June 2018, when it was judged to be good overall.
- The school does not use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014. See annexe.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and teachers. The lead inspector also spoke with the chair of governors and the vice-chair of governors.
- Inspectors conducted deep dives in English, mathematics, music and the school's programme that encompasses personal, social and health education, RSE, careers education and life skills. Each deep dive included discussions with curriculum leaders and teachers, visits to lessons and scrutiny of pupils' work. Inspectors met with pupils to discuss their learning and more generally their experiences in school.
- Inspectors met with staff to discuss the support they receive to develop their skills and knowledge and to manage their workload.
- Inspectors reviewed a range of documents, including those relating to curriculum and assessment. Inspectors also looked at school policies, development planning and self-assessment, and the school's records of behaviour.
- The lead inspector scrutinised safeguarding documents, reviewed the school's processes for reporting concerns and checked recruitment procedures.
- Inspectors checked all the independent school standards.
- The lead inspector considered responses to Ofsted Parent View and to the pupil and staff surveys.

Inspection team

Mel Ford, lead inspector

His Majesty's Inspector

David Hermitt

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7(b) the arrangements made to safeguard and promote the welfare of pupils at the school have regard to any guidance issued by the Secretary of State.

Part 4. Suitability of staff, supply staff, and proprietors

- 21(3) The information referred to in this sub-paragraph is–
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether–
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

Part 5. Premises of and accommodation at schools

- 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently;

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