

Kimichi School

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

Inspection dates

5 March 2018

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- Leaders and the proprietor have developed a detailed curriculum policy and associated schemes of work for the subjects that they plan to offer. The schemes of work and associated planning take into account the ages and aptitudes of the pupils that they plan to teach, including those who have special educational needs (SEN) and/or disabilities.
- The curriculum policy covers all of the required areas of learning and enables pupils to develop speaking, listening and literacy and numeracy skills. The policy outlines the school's plan to offer A-level subjects in English, mathematics, music, psychology and art. The school is registered with an awarding body and has been granted approval for the choice of subjects it plans to teach. The school employs suitably qualified staff who are appropriately skilled and experienced to deliver the proposed subjects.
- The school envisages that the sixth form provision will enable pupils to retake GCSEs or to take GCSEs in Year 12. This is based on leaders' understanding of their cohort, recognising that some pupils who join the school late may not be ready to sit GCSEs in Year 11 due to gaps in previous learning.
- It was not possible to observe teaching in the sixth form as the school is currently registered for pupils aged nine to 16. However, current pupils observed in lessons were fully engaged through well-planned activities that were appropriately matched to their abilities and delivered by suitably skilled and qualified staff. Many of the staff have worked in the school since the last inspection.
- Impartial careers advice and guidance is already in place for secondary pupils. It is proposed that this will be extended to post-16 pupils. The school's curriculum for personal, social, health and economic education will be extended into the sixth form provision. This will aim to teach pupils fundamental skills including budgeting, money management, appropriate relationships and keeping safe and healthy. The plans in

place will help to prepare the pupils for life in modern Britain through the delivery of 'life lessons'. The plans are age-appropriate and take into account risks within the community as well as topical issues including identity theft and the safe use of social media.

- There is an established framework in place to track, record and evaluate pupils' progress. Standardised tests are used as baseline assessments, followed by teacher tests every half term that are linked to the programmes of study. This information is shared with parents. This system will extend into the sixth form provision.
- The school is likely to meet all of the requirements for this standard.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- The school provides rich opportunities for current pupils to develop spiritually, morally, socially and culturally. These opportunities will also be made available to pupils in the proposed sixth form. Pupils have experienced cultural days where they have learned about customs from other countries including Romania, Italy and the Caribbean. For example, visiting speakers have introduced them to traditional music, art and local cuisine, allowing them to gain experiences of the wider world.
- Pupils benefit from regular educational visits. For example, pupils recently completed a geography residential trip to Iceland. Pupils have also visited Bletchley Park and Hadrian's Wall. The school aims to provide experiences for pupils that they otherwise might not be able to access.
- Fundamental British values of respect, the rule of law, individual liberty and tolerance are planned to run through the curriculum and will extend into the proposed sixth form. An active school council meets regularly. Leaders take their views seriously and act upon them. They have made key suggestions around uniform and trips and visits. Staff teach pupils to respect and value the opinions of others. Pupils appreciate and celebrate different cultures. Pupils are active members of the community; they currently participate in fundraising activities to raise money for the local food bank. They also help to clean up the local area with litter picking and the tidying of communal park areas. The school has created opportunities for pupils to learn a wider variety of skills outside the classroom that underpin their social development and promote good citizenship.
- The school is likely to meet all of the requirements for this standard due to the high focus it places on the holistic development of pupils.

Part 3. Welfare, health and safety of pupils

Paragraphs 6, 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- The school has published a detailed safeguarding policy, which is fit for purpose and reflects current guidance from the Secretary of State. The school has three designated safeguarding leads who are all appropriately trained; at least one lead is available on site at all times to ensure the role is fully covered. Staff are highly skilled in recognising signs of abuse and neglect and identifying pupils who may be at risk of

exploitation or radicalisation. The processes for reporting and recording are robust, ensuring that any concerns are acted upon quickly.

- The school's single central register meets requirements. Appropriate checks have been carried out on all staff who work at the school. The school follows safer recruitment processes and has a number of key policies, including a detailed whistle-blowing policy, in place to ensure the protection of young people.
- The school employs an appropriate number of staff who are suitably deployed to ensure full supervision of pupils. The ratio of staff to the current number of pupils is sufficient to ensure they are properly supervised. The school has plans to increase the number of staff if the proposed increase in pupil numbers is implemented. Staff accompany pupils on visits and community activities including visits to the local leisure centre.
- The school site is safe and secure. The proprietor has ensured that health and safety requirements are met. Checks on the building are routinely carried out to ensure that it is a safe working environment.
- There are effective security systems in place for the monitoring of computer systems to ensure that inappropriate websites are not accessible.
- There is a suitable fire risk assessment in place. It is detailed and minimises risk. The proprietor has ensured that firefighting equipment is routinely tested and that appropriate records are maintained. There is a weekly test of the fire alarm system. Leaders ensure that regular fire evacuation drills are completed and recorded. Tests of the emergency lighting are carried out and recorded on a monthly basis. Emergency exits and the fire assembly points are clearly labelled. A comprehensive school induction programme details what pupils need to do in the event of an emergency.
- The school has a detailed risk assessment policy in place. Risk assessments are detailed and thorough and are in place for classroom-based activities and off-site activities, including school trips and visits. Risks and hazards are appropriately identified, and action is taken to ensure that risks are minimised appropriately.
- The school provides suitable accommodation to care for the short-term medical needs of pupils. This includes a washing facility and is near to a toilet. There are a suitable number of first aiders who are appropriately trained.
- The school is likely to meet all of the requirements for this standard.

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

Paragraphs 17, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 18(4), 18(4)(a), 18(4)(b), 18(4)(c), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(4), 19(4)(a), 19(4)(b), 19(b)(c), 20(1), 20(2), 20(3), 20(3)(a), 20(3)(a)(i), 20(3)(a)(ii), 20(3)(b), 20(3)(b)(i), 20(3)(b)(ii), 20(3)(b)(iii), 20(4), 20(5), 20(5)(a), 20(5)(a)(i), 20(5)(a)(ii), 20(5)(b), 20(5)(b)(i), 20(5)(b)(iii), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 20(7), 20(7)(a), 20(7)(b), 20(8), 20(8)(a), 20(8)(b), 20(8)(c), 20(9), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii)

21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b) and 21(8)

- The school's single central register demonstrates that all appropriate checks have been carried out on staff who work at the school.
- The proprietor has not been prohibited from the management of schools.
- The school is likely to meet all of the requirements for this standard.

Part 5. Premises of and accommodation at schools

Paragraphs 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- A specific classroom area has been developed for the sole use of sixth form pupils. It is anticipated that pupils will be taught in this room and will be able to access it for study and research purposes. Pupils in the sixth form will have access to the whole school to ensure they can access all facilities. There are sufficient classrooms and learning spaces to accommodate the number of pupils the school plans to admit.
- Classrooms are light, well ventilated and spacious and suitable for the activities planned to take place within them. The facilities are well maintained at a comfortable temperature. The acoustic conditions and sound insulation of the rooms are appropriate and suitable for the activities that take place within them.
- The school provides outdoor space, which has been enhanced by current pupils to include a pond and raised beds for growing vegetables.
- The number of toilet facilities is appropriate for the number of additional pupils the school plans to admit. Toilets have a supply of hot and cold water. Leaders routinely test the temperature of water to ensure it is safe. It does not pose a scalding risk.
- Drinking water is provided for pupils and is clearly labelled.
- Pupils have opportunities to use facilities within Perry Beeches Academy, including a recording studio and leisure facilities, changing rooms and showers. The school has ensured that all appropriate risk assessments and checks have been carried out on the suitability of the venues. School staff accompany pupils engaging in off-site activities.
- External lighting is provided to ensure safe entry and exit from the school in hours of darkness.
- The school is likely to meet all of the requirements for this standard.

Part 6. Provision of information

Paragraphs 32(1) and 32(1)(c)

- The school has ensured that the safeguarding policy is published on the school's website. Paper copies of the policy are available from the school upon request where parents do not have access to the internet.
- The school is likely to meet all of the requirements for this standard.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Leaders and managers demonstrate appropriate skills and knowledge to ensure that the independent school standards are met.
- The proprietor has a clear vision for the school and has a good understanding of the needs of the pupils. Leaders have made strong links between academic excellence and the therapeutic benefits of music and outdoor activity in order to provide holistic experiences for their pupils.
- Leaders have developed a trusting relationship with the local authorities who regularly place pupils at the school.
- The school is likely to meet all of the requirements for this standard.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	141242
DfE registration number	330/6017
Inspection number	10044189

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Day school
School status	Independent school
Proprietor	Sally Alexander
Chair	Kirstie Berry
Headteacher	Sally Alexander
Annual fees (day pupils)	£6,750
Telephone number	0121 679 5298
Website	www.kimichischool.co.uk
Email address	kimichisom@gmail.com
Date of previous standard inspection	6–7 May 2015

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	9 to 16	9 to 18	9 to 18
Number of pupils on the school roll	20	60	60

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	20	60
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	6	10
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	5	10
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	5	10

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	5
Number of part-time teaching staff	7	8

Information about this school

- Kimichi School is a small independent day school situated in the Acocks Green area of Birmingham, in the buildings of a former preparatory school. The school currently offers places to boys and girls aged nine to 16 years. The school specialises in developing pupils' musical skills as well as offering a broader curriculum comprising a range of subjects up to GCSE level including English, mathematics and science.
- The school is currently registered for 45 pupils.
- Pupils at the school study at least one musical instrument and in some cases more.

Pupils do not need to have had previous musical experience before entering the school. Some of the pupils arrive part way through the term, having experienced disruption to formal education. Pupils are able to join the school at any point of the academic year.

- Pupils are referred to the school by a number of local authorities including Birmingham and Coventry.
- There are currently 20 pupils on roll aged between nine and 16. Six have identified special educational needs and/or disabilities. None speaks English as an additional language.
- Seven part-time staff support two full-time members of staff for specialist subject teaching. The school does not use alternative provision, although it does use facilities at a local leisure centre including changing rooms and showers for physical education. Pupils have access to music facilities based within Perry Beeches Academy.
- The school does not have a religious ethos.
- The school was last inspected in May 2015. All of the independent school standards were met and the school was judged good in all areas.

Information about this inspection

- This inspection was carried out at the request of the Department for Education, under section 109(1) and (2) of the Education and Skills Act 2008. The school applied for material change to its registration to change the age range of pupils to nine to 18 years of age.
- The inspector met with the headteacher, who is also the proprietor. The inspector also met with the deputy headteacher who is the school's designated safeguarding leader.
- The inspector toured the premises of the school.
- The inspector reviewed key policies including safeguarding, curriculum and assessment. Key health and safety documentation was examined including fire safety records, building checks and risk assessments. The school's website was checked.
- A range of documents were examined in relation to the proposed changes including teaching, learning and curriculum plans; schemes of work; and current methods of assessment recording that illustrate how the school will track and monitor pupils' progress.

Inspection team

Melanie Callaghan-Lewis, lead inspector

Ofsted Inspector

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