

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 annex.

- 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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