

Kimichi Worcester

St. Placides, Battenhall Avenue, Worcester WR5 2HP

Inspection date

3 September 2025

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(2)(b), 2(2)h, 2(2)i

- The proprietor and school leaders articulate a clear and purposeful vision for the proposed school. This is centred around a curriculum that places music at its core. The school aims to nurture pupils with a particular interest, skill, or aptitude in music by providing structured opportunities to develop their musical abilities. Pupils will have access to a diverse range of instruments. Teachers will be specialist school-based staff and, where appropriate, external peripatetic teachers. Alongside this specialist provision, the curriculum intends to ensure that pupils gain a secure understanding of the wider world and are supported in building positive relationships within the context of modern British society.
- The proposed school has identified an appropriately ambitious curriculum. Leaders have spent considerable time identifying the most appropriate curriculum for the pupils in terms of ambition and breadth of opportunity. There is a clear rationale that the intended curriculum will not only meet the independent school standards (the standards) but will also precisely match the academic abilities of the pupils. The proposed school has identified a range of qualifications and accreditations it aims to provide, including GCSEs.
- The proposed school intends to provide a broad range of curriculum units linked to the expectations of the standards. For example, the curriculum schemes include detailed overviews for core subjects, such as English, mathematics and science, outlining specific topics, like narrative writing, algebra and eco-systems. Additionally, subjects such as history and geography are planned with units on ancient civilisations and climate change. Creative subjects like art and music include modules on techniques, such as watercolour painting and musical composition. These curriculum overviews provide insight into what should be taught. This includes a clear understanding of which term and year content will be covered. This should ensure a structured and comprehensive educational experience.
- There is no evidence in curriculum plans or broader documentation to suggest that fundamental British values will be undermined.

- Through a well-defined assessment policy, the proprietor has articulated a clear vision for how pupils' progress and attainment will be assessed.

Paragraph 2(2)(d) to 2(2)(d)(ii)

- The proposed curriculum is designed to actively promote fundamental British values. For example, pupils will engage in discussions about current events, ethical dilemmas and historical contexts that highlight the importance of these values. Learning seeks to encourage critical thinking and respectful debate, helping pupils to develop an informed and balanced world view.
- The proprietor plans to incorporate cultural and religious education into its curriculum. This is likely to ensure pupils gain an understanding of the diverse communities that make up modern Britain. This will include exploring different faiths, traditions and cultural practices through subjects, such as religious education, history and geography. Pupils will also have opportunities to participate in cultural events and festivals, with the intent of fostering appreciation and respect for diversity.
- Through assemblies, workshops and themed days, the proposed school will emphasise the importance of tolerance and respect for others. For instance, anti-bullying initiatives and discussions about equality should help pupils understand the value of treating everyone with kindness and fairness, regardless of their background or beliefs.
- The school's approach to personal, social, health and economic (PSHE) education will further support these aims. Pupils will learn about their rights and responsibilities as citizens, the importance of respecting others and how to contribute positively to society. This will include lessons on topics, such as inclusion, community engagement and the impact of prejudice and discrimination. The school plans to develop its careers provision by implementing a structured and comprehensive programme designed to prepare pupils for their future pathways. This will include integrating careers education into the curriculum, offering opportunities for pupils to explore various career options and providing guidance tailored to individual aspirations. The school intends to establish partnerships with local businesses, colleges and universities to facilitate work experience placements, career talks and mentoring schemes. Additionally, pupils will have access to resources, such as CV workshops, interview preparation sessions and information on apprenticeships and higher education.

Paragraphs 3 to 4

- The proprietor intends to ensure that the curriculum is adapted to meet the diverse needs of its pupils. This includes those with special educational needs and/or disabilities (SEND). The proprietor seeks to do this through a carefully planned and inclusive approach. The school intends to meet the needs of pupils with autistic spectrum conditions, moderate learning difficulties and social, emotional and mental health (SEMH) needs. It aims to ensure that the curriculum is accessible and responsive to individual learning profiles.
- The leadership team has articulated a clear vision for personalised learning, which is central to the school's ethos. The vision is to be brought to life through a carefully planned, phased approach. This aims to ensure that class staff are well prepared to provide high-quality education that meets the individual needs of pupils. The school

places a strong emphasis on inclusivity, ensuring that all pupils, regardless of their abilities or backgrounds, can access and benefit from the curriculum.

- For pupils with SEND, the school will establish systems to provide tailored support. Education, health and care (EHC) plans are to be reviewed in a timely and accurate manner by the special educational needs coordinator (SENCo). Regular informal communication with parents of children with EHC plans should help ensure that the curriculum and support strategies remain aligned with each pupil's specific needs.
- The proposed school's small class sizes should enable staff to build strong relationships with pupils, allowing them to identify and address individual learning needs. Staff will be trained to recognise and respond to the emotional and behavioural needs of pupils, particularly those with complex needs or a history of emotionally based school refusal. This aims to ensure that the curriculum is both academically rigorous and emotionally supportive.
- Trips will play a significant role in enhancing the curriculum by providing real-world learning experiences. For instance, visits to museums, historical sites and science centres are to complement classroom lessons, with the intent of deepening pupils' understanding of subjects, such as history, geography and science. Outdoor education trips, such as nature walks, residential camps and trips to European destinations, are likely to encourage pupils to develop resilience, collaboration and an appreciation for the environment.
- School festivals will celebrate cultural diversity and creativity, with the aim of creating a sense of community and belonging. For example, the proposed school will organise events, such as international days, where pupils can learn about different cultures through food, music and storytelling. Seasonal festivals, such as a winter fair or summer showcase, will provide opportunities for pupils to display their talents, whether through performances, art exhibitions or project presentations.

Paragraph 2A(1), 2A(1)(b) to 2A(2)

- The relationships and sex education (RSE) policy sits alongside the PSHE policy. It outlines provisions for secondary-age pupils. Leaders intend to consult with parents and carers on an individual basis about the content of the policy. The RSE policy references the right of parents to withdraw their child fully or partly from sex education lessons.
- The proprietor has ensured that the standards in this part are likely to be met if the school is granted permission to open.

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

Paragraph 5 to 5(d)(iii)

- The proposed school aims to promote spiritual, moral, social and cultural development through a variety of thoughtful approaches and practices. It seeks to place a strong emphasis on inclusivity and personalised learning, so that pupils are supported in their individual growth. The leadership team intends to foster an environment, where the voice of the child is valued, tailoring support to meet individual needs and encouraging pupils to feel respected and supported.

- The behaviour policy incorporates restorative practices, with the aim of promoting compassion and constructive resolution of conflicts. Anti-bullying measures are likely to promote open communication and fairness, enabling pupils to develop a sense of justice and empathy.
- The proposed school means to develop pupils' understanding of different cultures within the community and the wider world. This will be by embedding cultural education across the curriculum and organising events, trips and workshops that celebrate diversity. Subjects like religious education, history and literature will explore global traditions and beliefs. Themed days, cultural festivals and visits to museums or places of worship will offer hands-on learning experiences. Assemblies, guest speakers and discussions on inclusion and equality will seek to foster empathy and respect. Community projects should encourage pupils to engage with and appreciate local diversity. These initiatives aim to prepare pupils to thrive in a multicultural society and make positive contributions to a globalised world.
- Staff will be trained to recognise and respond to pupils' emotional and behavioural needs, to foster a supportive atmosphere, where pupils can thrive socially and culturally.
- The proprietor means extra-curricular activities to be tailored to the interests and needs of pupils, for inclusivity and engagement. For example, the school intends to offer clubs focused on sports, games and STEAM (science, technology, engineering, art, and mathematics), allowing pupils to explore their passions and develop new talents. These activities should also foster teamwork, leadership, and problem-solving skills, contributing to pupils' personal growth.
- The proprietor has ensured that these standards are likely to be met if the school is granted permission to open.

Part 3. Welfare, health and safety of pupils

Part 6. Provision of information

Paragraphs 7 to 7(b), 32(1) and 32(1)(c)

- The proprietor has identified systems, training and processes that will contribute to a strong safeguarding culture. This includes a purpose-built online platform for logging and tracking concerns. This aims to ensure that safeguarding issues are rigorously documented and monitored. Staff are to be thoroughly trained in safeguarding protocols during induction and ongoing professional development sessions, to ensure they are well equipped to identify and respond to concerns. The proposed school means to fosters open dialogue, creating an environment, where pupils feel safe and supported.
- The proposed safeguarding policy is aligned with statutory guidance. All staff will be required to read and understand it as part of their induction process. The school's commitment to psychological safety and trust, particularly for pupils with complex needs, is likely to ensure that welfare is prioritised.

Paragraphs 9 and 10

- The proprietor has identified a detailed behaviour policy that sets out clear expectations for pupils' conduct, as well as the rewards and sanctions in place to

promote positive behaviour. This emphasises restorative practices, to ensure that pupils understand the impact of their actions and are supported in making amends. The school's proposed approach is tailored to the needs of its pupils, particularly those with SEND, to ensure that behaviour management is compassionate and constructive. The policy will be regularly reviewed to ensure it remains relevant and effective.

- The proprietor has written an anti-bullying policy that sets high expectations for addressing and preventing bullying. The policy encourages pupils to communicate their concerns openly and outlines clear procedures for staff to follow in the event of incidents. The school will use restorative approaches to resolve conflicts, ensuring outcomes are fair and constructive. Staff will oversee incidents to make sure they are handled sensitively and appropriately. The policy will reflect the school's commitment to promoting respect and understanding among pupils, helping to prevent bullying before it starts.

Paragraphs 11, 12, 13, and 16

- The school has identified a comprehensive health and safety policy that will be actively monitored and reviewed. This policy includes regular risk assessments of the premises, equipment and activities to identify and mitigate potential hazards. Facilities are well maintained, featuring monitored water temperature systems to prevent scalding and environmental controls that ensure comfort and safety. Staff are trained in health and safety protocols, and the school fosters a culture of vigilance to uphold high standards of safety.
- Fire evacuation procedures are in place, and fire extinguishers have been installed throughout the premises. Professional validation of fire safety systems is planned, and temporary measures have been identified to ensure compliance during the final stages of preparation. Risk assessments for fire safety are conducted regularly, and staff are trained to respond effectively in the event of an emergency.
- The school has developed a detailed first-aid policy and provides suitable facilities for medical examination and treatment. These facilities are equipped with washing areas and are conveniently located near toilets for added accessibility. Staff are trained in first aid, ensuring that they are prepared to respond to medical emergencies promptly and effectively. The school's approach reflects a commitment to safeguarding pupils' health and well-being.
- The school has adopted a thorough approach to risk assessments. These assessments cover all aspects of school operations, including activities, premises and pupil welfare. The school actively identifies risks and implements measures to minimise them, ensuring the health, safety and well-being of pupils and staff. Risk assessments will be reviewed periodically to address any changes or emerging concerns, reflecting the school's commitment to continuous improvement.

Paragraphs 14 and 15

- The school has outlined clear strategies to ensure compliance with paragraphs 14 and 15 of the standards, which focus on the supervision of pupils and the maintenance of an accurate admissions and attendance register.
- Small class sizes aim to enable staff to build strong relationships with pupils and provide close monitoring of their behaviour and well-being. The school has implemented robust safeguarding measures, including a culture of open dialogue and

rigorous staff training, to ensure that all staff are well prepared to supervise pupils effectively.

- The school has identified systems to maintain accurate admissions and attendance registers. Attendance will be monitored using both digital and written systems, with attendance data linked to safeguarding files to ensure a comprehensive approach. Persistent absenteeism will be closely tracked, and the school proposes to take proactive steps to support pupils with low attendance, including communication with families and local authorities. The admissions register will record all required details and will be updated as necessary.
- The proprietor has ensured that all the standards in part three are likely to be met if the school is granted permission to open.

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

Paragraphs 18(1) to 18(2)(e), 18(3), 20(6) to 21(3)(b), 21(6) to 21(7)(b)

- The school has identified clear and well-defined recruitment and staff selection procedures, which are likely to meet the requirements of part 4 of the standards. The recruitment process is carefully structured and consistently applied, ensuring that only individuals who share the school's high expectations for safeguarding are appointed. Inspectors reviewed recruitment records for current staff and found robust evidence that safeguarding is a high priority throughout the process. The single central record template appears compliant with the statutory guidance outlined in 'Keeping children safe in education' (2025).
- Staff induction processes are robust and well structured, supported by a comprehensive checklist. This ensures that all reasonable steps are taken to familiarise new staff with the school's systems, policies and procedures as quickly and effectively as possible.
- The proprietor has ensured that these standards are likely to be met if the school is granted permission to open.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 24(1)(b), 24(2) to 29(1)(b)

- The proposed building is a large Victorian house set in extensive grounds in a suburb of Worcester. The building has previously been used as an independent school. The building is composed of two former houses that have been combined. The proprietor has invested considerably in updating all aspects of the school building and grounds to reflect their ambitious vision for a school based on principles of engagement and enjoyment with music. For example, several rooms have been converted into music rehearsal spaces for individual practise and ensemble rehearsals. This work has been completed to a high standard.
- At the first pre-registration inspection, the school building was not yet ready for the school to open. A significant amount of building work was still incomplete, and there were very few spaces available for teaching to be conducted safely. Equally, medical and hygiene facilities were not yet available. However, since then, the school has

taken significant steps to ensure compliance with part 5 of the standards, which sets requirements for the premises and accommodation to safeguard the health, safety and welfare of pupils.

- The premises have been thoughtfully designed to provide appropriate teaching spaces, communal areas and facilities for physical education. The school has ensured that there are suitable toilets and washing facilities for pupils, including separate facilities for boys and girls aged eight and over. A well-equipped medical room is available for examinations and short-term care, complete with washing facilities, and is conveniently located near the toilets.
- Safety measures are a priority, with secure access controls at the main entrance, supervised gates and fencing to prevent unauthorised access. Certain areas, such as basements and storage rooms, are kept locked, with access restricted to authorised individuals. Fire safety protocols are in place, including evacuation procedures and the installation of fire extinguishers, with plans for professional validation and updates.
- Drinking water facilities are readily accessible, clearly marked and separate from toilet areas. Hot water systems are designed to prevent scalding, and environmental controls are monitored to ensure safety and comfort throughout the premises.
- The school provides suitable outdoor areas for physical education and recreational activities, ensuring pupils have access to safe and engaging spaces for play and exercise. Specialist facilities, such as self-regulation spaces equipped with calming resources, support pupils' emotional well-being. Communal areas, including halls and common rooms, are versatile and suitable for assemblies, rehearsals and relaxation.
- Technology and security have also been prioritised, with network and internet systems ready for connection, secure server rooms and electrical panels. Cameras have been installed for site security, with signage and policies in place to ensure compliance with data protection regulations.
- The proprietor has ensured that these standards are likely to be met if the school is granted permission to open.

Part 6. Provision of information

Paragraph 32(1) to 32(1)(d), 32(1)(f) to 32(1)(i), 32(2) to 32(2)(b), 32(2)(b)(ii) to 32(3)(g)

- The school has identified a system for providing parents with three detailed reports a year on their child's academic progress, personal development and attendance. These reports include grades, effort levels, behaviour ratings, and termly targets, ensuring parents are well informed about their child's achievements and areas for improvement.
- In addition to these reports, the school actively engages parents through onboarding meetings at the start of the year, where expectations and practical details are discussed. Parent forums will be introduced to replace traditional parents' evenings, offering opportunities for direct communication with subject teachers. Parents can also arrange individual meetings if needed, reflecting the school's open-door policy and commitment to accessibility.

- For pupils with EHC plans the school ensures timely and accurate reviews, managed by the SENCo. Frequent informal communication with the parents of children with EHC plans is planned to support transparency and engagement further.
- The school has also developed administrative systems to ensure clarity and accuracy in its documentation. Templates for invoices to local authorities and school reports have been created, providing detailed breakdowns of costs and services. This should ensure transparency in financial and academic reporting.
- While some policies have been adapted from the Kimichi Birmingham school, there is a clear effort to ensure they are bespoke to the new school and reflect its specific context. This approach avoids a one-size-fits-all model and ensures relevance to local needs.
- Looking ahead, the school plans to establish a website to share information with parents and pupils, including policies, updates and other essential details. Although the website is not yet operational, plans are in place to launch it once the school is approved to open.
- The proprietor has ensured that these standards are likely to be met if the school is granted permission to open.

Part 7. Manner in which complaints are handled

Paragraph 33

- The school has identified a detailed complaints policy that outlines a staged process for addressing concerns. This process begins with initial contact, followed by escalation to senior staff, if necessary, and culminates in a formal panel review for unresolved issues. This staged approach ensures that complaints are handled systematically and fairly.
- To support this process, the school has created a digital complaints log to record and monitor complaints. This log categorises complaints by type, such as teaching, safeguarding, or relationships, and tracks their progression, including actions taken, follow-up communication and outcomes. This system allows the school to identify recurring issues and address them proactively, demonstrating a commitment to continuous improvement.
- The complaints log is accessible to governors, trustees, and local authorities, ensuring oversight and fostering a culture of openness. The school also adopts a sensitive and individualised approach to complaints, particularly those involving cultural or religious concerns.
- The proprietor has ensured that these standards are likely to be met if the school is granted permission to open.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The leadership team has articulated a clear and ambitious vision for the new school, rooted in inclusivity, personalised learning and high standards. This vision is supported

by a structured and phased approach to development, ensuring the school is well prepared to deliver high-quality education and care from the outset.

- A strong governance framework has been identified, with regular meetings and a standing agenda to monitor progress. The use of digital tools, such as cloud-based software, ensures that trustees and governors have access to key information and can maintain adequate oversight of the school's provision.
- The school has combined its self-evaluation form and school improvement plan templates to create a focused approach to setting priorities and monitoring progress. This reflects a commitment to continuous improvement and accountability.
- Staff development and well-being are also prioritised. New staff undergo a thorough induction process, including safeguarding training and policy reviews. The leadership team fosters an open-door ethos and has shown responsiveness to individual staff needs, such as making reasonable adjustments for neurodivergent staff members.
- Communication with parents is another area of focus. Parent handbooks and contracts are shared to set clear expectations and provide essential information. Plans to launch a school website will further enhance transparency and accessibility for parents and pupils.
- The leadership team places a strong emphasis on pupil well-being, listening to the voice of the child and tailoring support to individual needs. This approach ensures pupils feel valued and supported, contributing to their overall development.
- The proprietor has ensured that these standards are likely to be met if the school is granted permission to open.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010. The proposed school considers and plans for the needs of pupils with SEND.
- The accessibility plan currently focuses on providing equal access for those with disabilities. Leaders are fully aware that the plan will continue to be refined to identify further appropriate timescales for completing the actions. The plan's template is positive and, already, there are some sharply focused actions to develop the site's inclusive nature.

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.

Proposed school details

Unique reference number	152055
DfE registration number	885/6100
Inspection number	10411383

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent day school
Proprietor	Sally Alexander MBE
Headteacher	Sally Alexander MBE
Annual fees (day pupils)	£10,800
Telephone number	07515654793
Website	None
Email address	kimichisom@gmail.com

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 16	Not applicable
Number of pupils on the school roll	Not applicable	100	Not applicable

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	100
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	33
Of which, number of pupils with an education, health and care plan	Not applicable	33
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	33

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	15
Number of part-time teaching staff	0	5

Information about this proposed school

- The proposed building is a large former independent school in a suburb of Worcester. It is located at St. Placides, Battenhall Avenue, Worcester WR5 2HP. The building has been renovated to meet the needs and provisions of the proposed school.
- The proposed school intends to cater for boys and girls from 11 to 16 years of age.
- The proposed school intends to cater to pupils with a particular interest in music. It is also anticipated that the school will cater for the needs of some pupils with autistic spectrum conditions, moderate learning difficulties and SEMH needs. It is anticipated that up to one-third of pupils attending the school will have an EHC plan.
- The proprietor also runs another school, Kimichi School, located at Eastbourne House, 111 Yardley Road, Acocks Green, Birmingham, West Midlands B27 6LL.
- This proposed school will not have a religious character.
- The proposed school does not intend to use any form of alternative provision.

Information about this inspection

- The DfE commissioned this pre-registration inspection to determine whether the proposed school would be likely to meet the independent school standards if granted permission to open. This was the proposed school's second pre-registration inspection.
- The inspector carried out a range of activities to ascertain if the proposed school was likely to meet the independent school standards. These activities included: meeting with the proprietor and members of the leadership team; reviewing a broad range of policies; reviewing curriculum aims and examples of schemes of work; as well as reviewing leaders' intended systems and procedures for managing the school.
- The inspector toured the proposed school's premises to evaluate the likelihood of meeting the standards in part 5.
- The inspector met with the proprietor and designated safeguarding leads to discuss safeguarding arrangements.

Inspection team

Chris Pollitt, lead inspector

His Majesty's Inspector

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