

Blooming Tree Primary School

37-38 The Mall, London, W5 3TJ

Inspection dates

3 November 2020

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

All paragraphs

- Leaders have drawn up a suitable written curriculum policy. The policy sets out how the school plans to cater for pupils' different ages and aptitudes, and the specific needs of pupils with social, emotional and mental health needs and those with autism spectrum disorder, including children who will attend the Reception class. Leaders aim to ensure that staff have high expectations for pupils' academic outcomes in all subjects. The curriculum policy also explains how the school will support pupils to develop their self-confidence, social skills and independence.
- Curriculum plans indicate that pupils will obtain experiences in the seven areas of learning set out by the standards in this part. During the morning, pupils will have lessons in reading, writing and mathematics. Subjects such as history, geography, art, technology and music will be taught in the afternoons. Pupils will also have weekly lessons in physical education (PE) and personal, social, health and economic (PSHE) education. Visits to local places of interests are intended to complement pupils' learning in all subjects.
- For each area of learning, schemes of work set out how leaders expect pupils to develop their knowledge and understanding progressively. Leaders intend to tailor schemes of work to meet the needs of pupils with social, emotional and mental health needs and those with autism spectrum disorder who are likely to attend the school. Each pupil will have a 'personalised learning programme'. As well as covering academic subjects, each pupil's programme will set out how teachers will support pupils' social and emotional development and promote independent living skills. Staff will draw up and review programmes based on their knowledge of pupils' needs, abilities and interests. Input from external professionals and parents and carers will also be sought.
- In all year groups, leaders intend that teaching will provide pupils with opportunities to build and exercise their communication skills, including the phonics knowledge they need to read and spell words accurately. Children will start learning phonics in the Reception year. Plans for phonics teaching explain which sounds pupils should learn

and the order in which they should learn these sounds. Staff will read regularly to pupils, choosing texts which introduce pupils to new authors, as well as a rich range of vocabulary.

- Pupils will be taught in small classes of up to eight pupils, including in the Reception year. Whole-class teaching will be supplemented by one-to-one support for selected pupils, based on the needs identified in pupils' learning programmes. Staff will receive suitable training to develop their expertise in planning for pupils' needs. This includes training for staff to promote pupils' motivation to learn.
- Leaders have devised a comprehensive framework to assess pupils' development and attainment. Staff will use a range of checks to identify any gaps in pupils' understanding and skills. Information from these checks will be used to inform pupils' learning programmes. Pupils who are not learning as well as leaders and staff expect will receive extra help aimed at getting them back on track.
- A detailed scheme of work is in place to support the delivery of PSHE teaching in all year groups. The scheme has been written specifically to take account of pupils' needs, including those related to emotional well-being and mental health. Leaders intend to place PSHE at the forefront of the school's work. This is part of their commitment to ensuring that all pupils thrive, both in school and in the wider community.
- The proprietor has ensured that the school is likely to meet the requirements of the independent school standards in this part.

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

All paragraphs

- Policies and schemes of work indicate that opportunities to support pupils' spiritual, moral, social and cultural development will be integrated into the teaching of all subjects.
- Pupils will be taught about British values. This will include developing pupils' understanding of right and wrong and the importance of respecting others. Pupils will learn about different faiths, traditions and cultures. Due regard will be given to encouraging respect for people with protected characteristics. Pupils will be taught about prejudice, and how to respond to behaviours or actions which discriminate against others. Opportunities for pupils to celebrate and commemorate national events and anniversaries related to Britain's heritage will be incorporated into the curriculum.
- Schemes of work for PSHE include appropriate topics and themes aimed at developing pupils' readiness for life in modern Britain. For example, pupils will learn about the contribution that different people and groups make to the community. Pupils will also explore the role they can play in caring for others, living things and the environment. Leaders intend that pupils will discuss topical issues and are well informed about the wider world. Pupils will also be taught about healthy relationships, keeping safe and how they can look after their mental health.
- The school is likely to meet the requirements in this part if registration is approved.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b)

- Leaders have drawn up a suitable safeguarding policy. It incorporates current government guidance. However, the proprietor has not made sure that all the required pre-employment checks have been carried out on staff appointed to work in the school. The proprietor also does not maintain a register of the pre-employment checks that have been made on staff and members of the proprietor body. For these reasons, arrangements are not made to safeguard and promote pupils' welfare, giving due regard to guidance issued by the Secretary of State.
- Leaders with responsibility for safeguarding have completed training appropriate to their role. Training for staff includes information on the school's procedures for reporting and responding to concerns about a pupil's welfare. In addition, staff will be trained on how to spot different types of abuse, such as child criminal exploitation, extremism and female genital mutilation. Leaders intend to update staff training on safeguarding on a regular basis. As part of their induction programme, staff will also receive training on first aid, health and safety and fire safety.

Paragraphs 9, 9(a), 9(b), 9(c), 10, 14 and 15

- Leaders anticipate that pupils may require intensive pastoral support. Leaders have devised suitable behaviour and anti-bullying policies. These policies explain how the school will seek to provide a calm and safe learning environment for all pupils. Rewards and sanctions are set out clearly. If implemented effectively, policies indicate that leaders and staff will manage and record any incidents of misbehaviour appropriately.
- Leaders intend to provide all pupils with individual behaviour plans. The plans will focus on promoting pupils' emotional and physical well-being, including strategies to help pupils regulate their behaviour in different contexts. Where necessary, behaviour plans will incorporate guidance on when and how staff may use physical intervention to keep pupils safe. Staff will be trained to use the strategies safely that are outlined in pupils' behaviour plans. Suitable record-keeping is in place to record and review the use of any physical intervention, should it be necessary.
- Leaders have considered the most appropriate staffing ratios to maintain pupils' well-being, including during off-site visits and at social times. When pupils join the school, leaders anticipate that they will initially require one-to-one support. Once pupils have settled in and are able to follow routines, leaders intend to reduce the level of support each pupil receives. Leaders said that this approach will promote pupils' independence and prepare them to return to mainstream school, where appropriate.
- A suitable admissions register is in place for prospective pupils. Procedures for recording and monitoring pupils' attendance are also likely to be suitable.

Paragraphs 11, 12, 13 and 16

- Appropriate policies are in place for first aid and to support pupils' medical needs. All staff will receive suitable first-aid training. Documentation indicates that leaders will

keep comprehensive records in relation to any accidents that may occur, as well as the administration of first aid and medication.

- Leaders have suitable plans to maintain the safety and suitability of the site. To ensure that possible hazards are identified and rectified promptly, leaders intend to check all equipment and areas of the premises on a regular basis. Leaders' oversight of the safety of the premises will be supported by thorough record-keeping. Additionally, leaders have drawn up risk assessments for the premises and off-site visits, referencing statutory guidance. Leaders plan to review risk assessments regularly, taking into account the needs of each cohort of pupils. Where individual risk assessments may be needed for selected pupils, leaders have devised suitable templates to record and review actions taken to minimise any risks to pupils' welfare.
- The proprietor has taken appropriate steps to ensure that the premises are likely to meet the requirements of the Regulatory Reform (Fire Safety) Order 2005. A fire risk assessment has been completed by a competent person. The proprietor has addressed the recommendations in the fire risk assessment. For instance, the boiler system has been replaced and fire-evacuation plans are displayed clearly in every room.
- The school is unlikely to meet all of the requirements in this part if registration is approved.

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

All paragraphs

- The proprietor has not made sure that a register is kept of all the pre-employment checks carried out on staff and members of the proprietor body, as required by the independent school standards and statutory guidance.
- The proprietor was unable to provide evidence that all the required vetting checks had been carried out on staff who have been appointed to work in the proposed school. This includes checks on the right to work and any direction which prohibits staff from teaching. There was also insufficient evidence that all the necessary vetting checks had been carried out on trustees.
- The school is unlikely to meet the requirements in this part if registration is granted.

Part 5. Premises of and accommodation at schools

All paragraphs

- Pupils will have access to clean and well-maintained toilet facilities intended for their sole use. The facilities include hot and cold running water, including hot water that does not present a scalding risk. However, these facilities are located in one room. Consequently, separate facilities will not be available for boys and girls aged eight and over. For this reason, the toilet facilities are unlikely to be suitable.
- A separate welfare room is available for the short-term care of pupils who are feeling unwell or need first-aid treatment. The welfare room does not contain a washbasin and is therefore unlikely to meet the related requirements in this part.

- The proposed premises are located on the lower ground floor of a former residential property. The main entrance is accessed via a set of steps. The building does not have adequate external lighting to aid pupils, parents and staff to enter and leave the premises safely.
- The remainder of the premises are likely to provide suitable accommodation. Appropriate arrangements are in place to maintain the security of the site. Teaching areas are spacious, with appropriate lighting, acoustics and ventilation. Each classroom is equipped with suitable resources. The furniture, layout and organisation of each room has been planned with pupils' needs in mind. Pupils will also have use of a dedicated sensory room as part of their therapeutic provision.
- The proposed accommodation includes a large hall as well as a small outside courtyard. Pupils will use both these areas for play-based therapy and socialising with their peers. During lunchtimes, pupils will access additional outside space at a nearby park. Some teaching of PE will also take place in this park.
- The proprietor has not made sure that the school is likely to comply with the regulations in this part if the registration is approved.

Part 6. Provision of information

All paragraphs

- The school's website is already up and running. All of the required information and policies, including those related to safeguarding, admissions and behaviour, are available to parents on the website.
- Leaders have drawn up suitable templates to report annually, and in writing, to parents on their children's learning. The templates indicate that parents are likely to be well informed about their children's progress and attainment in all areas of the curriculum.
- It is likely that the requirements of this part will be met if registration is approved.

Part 7. Manner in which complaints are handled

All paragraphs

- The complaints policy incorporates all the requirements of the independent school standards and is available to parents on the website.
- The policy explains how parents can raise concerns informally and formally, and the timescales within which leaders will respond. The proprietor has made provision for an independent panel to consider complaints if concerns are not resolved. Appropriate records will be kept of any complaints that the school receives.
- The school is likely to comply with the independent school standards in this part.

Part 8. Quality of leadership in and management of schools

All paragraphs

- Trustees have a clear vision for the proposed school. They aim to ensure that pupils' needs are fully catered for. At the same time, leaders plan to make sure that pupils experience a broad and ambitious curriculum which prepares them for their next steps in education, as well as the world beyond school. Careful thought has been given to how best to support pupils' emotional well-being and development, including ensuring that pupils receive the help they need to learn well and make the most of the curriculum on offer.
- Nevertheless, the proprietor and leaders do not demonstrate a secure enough understanding of all of the independent school standards in parts 3, 4 and 5. They have not put in place a single central register of pre-employment checks made on staff and trustees. The proprietor does not have adequate oversight of whether all the required vetting checks have been carried out on staff and trustees who have been appointed to work in the school. In addition, some parts of the premises are unlikely to comply with the independent school standards.
- During the inspection, leaders provided evidence to show how they intend to remedy the failings in the single central register. They also shared their plans for the improvement works they will carry out to pupils' toilets, the welfare room and external lighting. For instance, they intend to divide pupils' toilet facilities into two separate rooms. A washbasin for the welfare room has also been ordered. These plans are credible. However, at the time of the inspection, these works had not been started.

Schedule 10 of the Equality Act 2010

- The proprietor has put in place a suitable accessibility plan which identifies how leaders will seek to improve access to the site and curriculum for pupils with special educational needs and/or disabilities (SEND).

Statutory requirements of the Early Years Foundation Stage

- The curriculum for Reception-aged children will be based on the seven areas of learning, as defined by the statutory framework for the early years foundation stage. Teachers will check children's learning regularly. Staff plan to work closely with families in order to obtain a full picture of each child's needs and interests. At the end of the Reception year, each child's level of development will be assessed against the early learning goals.
- Arrangements for supervision ratios and first aid in the early years are likely to be suitable. Staff are also likely to have qualifications relevant to their roles and responsibilities. However, the proprietor has not made sure that pre-employment checks on staff, including the requirement to keep a register of these checks, give due regard to guidance from the Secretary of State.
- The proposed school is likely to comply with the learning and development requirements of the statutory framework for the early years foundation stage.
- The proposed school is unlikely to comply with the safeguarding and welfare requirements of the statutory framework for the early years foundation stage.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	148153
DfE registration number	307/6011
Inspection number	10164824

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	Independent day school
School status	Independent special school
Proprietor	Easy Steps Education Ltd
Chair	Aliki Koriki
Headteacher	Patrick Hillier (Interim headteacher)
Annual fees (day pupils)	£35,000 - £56,000
Telephone number	020 8248 7234
Website	www.bloomingtree.co.uk/primary
Email address	agnes@bloomingtree.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	4 to 11	4 to 11
Number of pupils on the school roll	Not applicable	30	30

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	20

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 30
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	30
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	4

Information about this proposed school

- The proprietor has applied to register Blooming Tree Primary School as an independent special school for pupils aged from four to 11. The school is located in the London Borough of Ealing, in a former residential building that has been converted for educational use. The school is not currently operating. The proprietor proposes that the school will admit pupils from 4 January 2021.
- The proprietor is in the process of appointing a substantive headteacher.
- The school proposes to cater for pupils with SEND. It is likely that the majority of pupils will have social, emotional and mental health needs. Some pupils may have a diagnosis of autism spectrum disorder. The proprietor anticipates that almost all pupils will have an education, health and care plan.
- Initially, the school will admit up to 20 pupils, including a maximum of 10 children in the Reception class. Leaders plan to increase the number of pupils on roll gradually, until the school reaches the proposed capacity of 30 pupils. Pupils will be expected to attend on a full-time basis.
- The school's ethos is focused on identifying and nurturing each young person's talents, so that they can experience success, develop confidence and thrive within the wider

community'. The proprietor aims to support as many pupils as possible to return to mainstream education.

- Leaders do not plan to make use of any alternative provision.
- The proprietor also operates a provision for Nursery-aged children. The provision is called Blooming Tree Nursery. This provision is registered and inspected separately. The proposed site for the school is currently being used to provide education for some children who attend Blooming Tree Nursery.

Information about this inspection

- This is the proposed school's first pre-registration inspection. The registration authority commissioned Ofsted to consider whether the school was likely to comply with the independent school standards and associated requirements.
- The inspector met with two trustees, including the chair of the proprietor body, and held a separate meeting with all members of the proprietor body. The inspector also met with the interim headteacher and members of staff appointed to work in the proposed school, including leaders with responsibility for safeguarding.
- The inspector carried out a tour of the premises and looked at a range of documentation and policies to check whether the school is likely to comply with the independent school standards. This included information on the school's proposed curriculum and arrangements for promoting pupils' safety and well-being. Pre-employment checks on appointed staff and trustees were reviewed. The inspector also looked at the school's website.

Inspection team

Sarah Murphy, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

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

- 18(2) The standard in this paragraph is met if:
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or 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 either such direction.
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person:
 - 18(2)(c)(iii) the person's right to work in the United Kingdom; and
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if:
 - 20(6)(a) MB-
 - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or 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 either such direction.
 - 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB:
 - 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check;
 - 20(6)(b)(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and

- 20(6)(b)(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.
- 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)(i) S's identity was checked;
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - 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)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;
 - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
 - 21(3)(a)(vii) a check of S's right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),
 - 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.
- 21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.
- 21(6) The information referred to in this sub-paragraph is, in relation each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.
- 21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007:

- 21(7)(a) whether each check referred to in sub-paragraph (6) was made; and
- 21(7)(b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that:
 - 23(1)(b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including:
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 27 The standard in this paragraph is met if the proprietor ensures that:
 - 27(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.

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; and
 - 34(1)(c) actively promote the well-being of pupils.

The safeguarding and welfare requirements of the statutory framework for the early years foundation stage

- 3.7 All schools are required to have regard to the government's 'Keeping children safe in education' statutory guidance.
- 3.9 Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.

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