

# Blooming Tree Primary School

37-38 the Mall, Ealing, London W5 3TJ

**Inspection date**

16 March 2021

**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

#### *All paragraphs*

- Leaders are ambitious to provide a high standard of education. Pupils with special educational needs and/or disabilities (SEND) are likely to gain experiences in a wide range of subjects. Leaders have a clear vision for what they want pupils to achieve across the curriculum.
- Leaders have ensured that suitable curriculum plans are in place. Leaders intend to provide children with strong foundations in the early years. They plan to develop children's understanding in all areas of learning. Leaders plan to have daily phonics sessions. Leaders have appropriate plans for pupils who develop their functional skills beyond the early years. These pupils would learn subjects that reflect the national curriculum. For instance, pupils will learn history, science and computing.
- Leaders have a thorough understanding of the varying needs of pupils who may join the school. They place a high importance on developing pupils physically. Leaders intend to provide pupils with regular physical education. Pupils will have access to specialist sports coaches. They will also be able to swim in local swimming pools. Outdoor trips to enhance pupils' experiences will be accessible to all pupils.
- The programme for pupils' personal, social, health and economic education is comprehensive. Pupils will learn about how to live independently. Leaders aim to develop pupils' self-confidence and spatial awareness.
- Leaders plan to take pupils' starting points into account when planning for their needs. They have detailed and well-understood assessment procedures in place. These include daily checking of pupils' progress across a range of indicators. Leaders plan to work with parents, pupils and staff to ensure pupils' interests are central to their planning.
- This part of the independent school standards is likely to be met.

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

### *All paragraphs*

- Leaders place a high priority on promoting pupils' spiritual, moral, social and cultural development. Detailed plans exist in different subjects to develop pupils' understanding of British society.
- Leaders intend for pupils to leave school with well-developed social skills. Pupils will be taught how to interact with their peers. This includes learning about the importance of taking turns. Leaders plan for pupils to learn about accessing the wider society in which they live. For instance, pupils will learn to use public transport.
- Leaders plan for pupils to learn about diversity in modern Britain. This includes plans for pupils to experience different cultures. For example, understanding a range of religious festivals and the Chinese New Year.
- This part of the independent school standards is likely to be met.

## Part 3. Welfare, health and safety of pupils

### *All paragraphs*

- Leaders understand their safeguarding responsibilities. They have ensured detailed and well-understood policies and plans are in place. These include procedures for risk assessments, fire safety and health and safety. Well-considered plans exist for regular site checks. Leaders use this information to identify any maintenance issues quickly. For example, leaders ensured that items raised in the most recent fire safety audit were rectified in a timely manner.
- The school has a suitable safeguarding policy. It is available to parents on the school's website. Staff have undertaken the relevant safeguarding training. This includes how to identify different types of abuse and extremism. Leaders understand the potential risks to pupils with SEND. They have procedures in place to ensure that they call on external expertise when required.
- This part of the independent school standards is likely to be met.

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

### *All paragraphs*

- The single central register is maintained electronically. It contains the required pre-employment checks for directors, the chair of governors, the headteacher and staff.
- This part of the independent school standards is likely to be met.

## Part 5. Premises of and accommodation at schools

### *All paragraphs*

- The premises are well maintained. The school environment is clean and well ventilated. Teaching spaces are adequate for the number of pupils the school proposes to admit. Classrooms are spacious and suitably resourced. Pupils will have access to a sensory room for therapeutic sessions. They will also have access to a small courtyard for physical activities. Leaders intend to take pupils to a local park regularly during lunchtimes and for physical education and outdoor play.

- Washing facilities are available for the sole use of pupils. A separate medical room is available with a washbasin. The building has adequate external lighting so that pupils, parents and staff can enter and leave the school safely.
- This part of the independent school standards is likely to be met.

#### Part 6. Provision of information

##### *All paragraphs*

- The school's website includes all the required information. This includes the safeguarding policy and information related to admissions and behaviour.
- Leaders have appropriate plans to work with parents. These include detailed written templates to report on pupils' academic and social achievements.
- This part of the independent school standards is likely to be met.

#### Part 7. Manner in which complaints are handled

##### *All paragraphs*

- The complaints policy provides parents with clear guidance. It sets out how the school intends to deal with concerns informally and formally. This includes clear timescales at each stage for leaders' responses. The policy includes the use of an independent panel member when required.
- This part of the independent school standards is likely to be met.

#### Part 8. Quality of leadership in and management of schools

##### *All paragraphs*

- Leaders demonstrate they have the required knowledge to work with pupils with specific needs. They have a broad range of skills and experience. Leaders have a clear rationale and plans to support pupils. This includes an ambition for pupils to develop in their independence so that they can access mainstream education. Leaders have a secure understanding of how to develop pupils' social and physical skills across the curriculum.
- The premises are maintained to a high standard. Policies and procedures are detailed. Leaders have credible plans to ensure staff's professional development is given a high priority. They have external consultants and directors with the appropriate knowledge to hold leaders to account.
- This part of the independent school standards is likely to be met.

#### Schedule 10 of the Equality Act 2010

- The school's accessibility plan is likely to comply with the relevant requirements. This includes a clear understanding of how leaders will ensure equal access to the curriculum and the site.

#### Statutory requirements of the Early Years Foundation Stage

- Leaders demonstrate a detailed understanding of the Reception curriculum. They intend to plan for children across all areas of learning. Staff intend to use children's interests and abilities to plan for their needs. Leaders have a secure understanding of

children's safeguarding requirements. They have the relevant training and expertise to ensure children's learning and safeguarding needs are met.

- The proposed school is likely to comply with the learning and development, and safeguarding and welfare requirements of the early years foundation stage.

## **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	148153
DfE registration number	307/6011
Inspection number	10180102

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 Limited
Chair	Aliki Koriki
Headteacher	Aliki Koriki
Annual fees (day pupils)	£35,000–£57,000
Telephone number	020 8248 7234
Website	<a href="http://www.bloomingtree.co.uk/primary">www.bloomingtree.co.uk/primary</a>
Email address	<a href="mailto:agnes@bloomingtree.co.uk">agnes@bloomingtree.co.uk</a>
Date of previous standard inspection	Not previously inspected

## 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	20	20

## 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	20
Of which, number of pupils with or an education, health and care plan	Not applicable	Up to 20
Of which, number of pupils paid for by a local authority or an education, health and care plan	Not applicable	Up to 20

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	Up to 20
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

### Information about this proposed school

- The proprietor has applied to register Blooming Tree Primary School as an independent special school for pupils aged four to 11. The school is located in the London Borough of Ealing.
- The school proposes to cater for pupils with SEND. The majority of pupils are likely to have a diagnosis of autism spectrum disorder. All pupils are likely to have an education, health and care plan.
- The school's ethos is to nurture 'each young person's talents, so that they can experience success, develop confidence and thrive within the wider community'.
- Leaders do not plan to make use of any alternative provision.
- The proprietor also operates a provision for Nursery-aged children. This provision is called Blooming Tree Nursery.

## Information about this inspection

- This is the proposed school's second pre-registration inspection. The first inspection took place in November 2020. 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 trustees, the chair of the governing body and the headteacher. The inspector held discussions with staff, including leaders responsible for safeguarding.
- The inspector carried out a tour of the premises to check the safety and suitability of the premises. Documentation relating to safeguarding, curriculum, health and safety and suitability of staff was scrutinised, alongside other policies and procedures.

## Inspection team

Noeman Anwar, lead inspector

Her Majesty's Inspector



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