

# Inspection of Blooming Tree Primary School

37–38 the Mall, Ealing, London W5 3TJ

---

Inspection dates: 7 to 9 June 2022

## **Overall effectiveness**

**Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

At Blooming Tree, staff go out of their way to understand and meet pupils' individual needs. Leaders have high aspirations for all pupils. Staff are highly skilled at helping pupils to use different methods of communication. These methods enable pupils to communicate their feelings and the things they want or need.

Pupils are safe at school. Pupils trust staff to look after them and they know that staff will help them to overcome challenges when these arise.

Pupils experience joy in school. They enjoy visiting the local park, playing on the swings and relaxing in the sensory spaces. Leaders ensure that they make the most of these times to extend pupils' learning.

Staff pick up on the smallest indicators that pupils might be struggling and quickly address any issues pupils have. Pupils learn to share and interact with each other incredibly well. Staff supervise pupils closely. This ensures that incidents of poor behaviour are rare. Bullying is not a problem in the school. Nevertheless, staff pick up on any emerging issues quickly and are well trained to support pupils' social development. They are experts in helping pupils to understand how their behaviour might affect others.

## **What does the school do well and what does it need to do better?**

Pupils are exceptionally well prepared for the next stage of their education. They follow individual and appropriately planned programmes of learning. Pupils' 'key skills targets' are based on their education, health and care plan outcomes. Leaders ensure that pupils' long-term targets are broken down into smaller, sensible steps. Staff review and adapt pupils' targets carefully to ensure that these remain ambitious and relevant. Teachers' effective use of assessment helps them to decide on the next steps in pupils' learning.

Staff give pupils plenty of chances to learn about the world around them. Alongside the 'key skills targets', pupils follow a sequenced programme of projects which develop and expand pupils' understanding. These projects also provide pupils with a broad range of interesting and motivating experiences.

In addition to their personalised programmes of learning, some pupils, according to their individual needs, receive subject-specific lessons, such as in mathematics. These lessons are sequenced and organised so that pupils build on what they have learned previously. Teachers have strong subject knowledge. They ensure that all parts of the curriculum are seamlessly joined together and that pupils achieve highly.

Staff have in-depth knowledge about the different ways in which pupils learn. Staff adapt teaching activities skilfully to make sure that pupils learn in a way that suits

their specific needs. Pupils have access to a wide range of appropriate equipment to meet their sensory needs.

Staff routinely look for opportunities to develop pupils' independence. They help pupils to learn how to manage their feelings and emotions. Staff use well-established and consistent strategies to support pupils who need more help to manage their behaviour. Pupils behave very well.

Through the curriculum, staff are adept at promoting pupils' communication and developing their reading skills. Pupils learn to read symbols or words at a level that is appropriate for them. Teachers help pupils to understand different reading materials. These include signs, lists and books.

Pupils' personal development is at the heart of the curriculum. Leaders have developed a comprehensive personal, social, health and economic programme. Pupils learn about themselves and others. They are taught about a range of topics, including healthy relationships. Leaders provide opportunities that allow pupils' individual personalities and characteristics to shine. When pupils are ready, they take on responsibility for their own self-care. Pupils are taught valuable life skills and the importance of keeping healthy. Leaders ensure that the school complies with the statutory guidance on relationships education.

Staff enjoy working at the school. They said that leaders are considerate of their workload and well-being. They appreciate the support of the whole staff team. Those who are at the early stages of their careers appreciate the training and coaching they receive. Leaders work with other schools to share their expertise. Parents and carers are supportive of the school and see the difference it makes to their children's all-round development.

The proprietor and governors understand their roles and keep a sharp focus on improving all aspects of the school's work. They ensure that the school complies with the independent school standards. They have ambitious plans for the future and know that they have to recruit, train and retain the right staff to achieve their goals. The school complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff understand the important role that they play in keeping pupils safe. They understand how to identify and report concerns about pupils' welfare to the school's designated safeguarding leader.

Leaders ensure that staff receive appropriate and regular safeguarding training. Leaders ensure that appropriate and timely actions are taken when there are concerns about pupils' welfare.

The school's safeguarding policy meets requirements and is published on the school's website.

## **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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	148153
<b>DfE registration number</b>	307/6011
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10226763
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent special school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	18
<b>Proprietor</b>	Easy Steps Education Limited
<b>Chair</b>	Agnes Hillier
<b>Headteacher</b>	Aliki Koriki
<b>Annual fees (day pupils)</b>	£35,000–£57,000
<b>Telephone number</b>	020 8248 7234
<b>Website</b>	<a href="http://www.bloomingtree.co.uk">www.bloomingtree.co.uk</a>
<b>Email address</b>	<a href="mailto:info@bloomingtree.co.uk">info@bloomingtree.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school was registered by the Department for Education in April 2021. It opened in September 2021. This is the school's first standard inspection.
- All pupils who attend the school have special educational needs and/or disabilities. The school caters for pupils with autism spectrum disorder.
- Leaders do not use 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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in the evaluation of the school.
- The inspector met with the members of the school's leadership team, with members of the governing body, and with staff and pupils.
- The inspector carried out deep dives in these areas: reading and communication, mathematics and understanding of the world. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, observed pupils and looked at evidence of their learning. The inspector spoke to pupils about their learning. Staff sometimes helped pupils, where necessary, to communicate with the inspector. Other areas of pupils' learning were also looked at during the inspection.
- To inspect safeguarding, the inspector met with leaders, including the designated safeguarding lead, spoke to staff and scrutinised record-keeping.
- The inspector toured the premises and looked at policies and other documentation to check the school's compliance with the independent school standards.

## Inspection team

Karen Matthews, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022