

Blossom Rose School

147 Stamford Hill, London N16 5LG

Inspection date

22 October 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)(d) to 2(2)(d)(ii), 2(2)(h) to 2A(1)(a), 2A(1)(d) to 2A(2), 3 to 3(j) and 4

- The proprietor's vision for the school is to support pupils who have had disrupted education or have not been able to go to school. They intend to help pupils transition into mainstream or other settings. The proposed school will serve pupils with special educational needs and/or disabilities (SEND). All pupils are likely to have an education, health and care (EHC) plan. The school's curriculum policy reflects these ambitions.
- The school has adopted a curriculum that contains high-level plans and accompanying schemes of work that outline what pupils need to learn and when. The curriculum plans include a wide range of academic subjects. They cover speaking and listening, literacy and numeracy content so that pupils can develop these key skills. The school has considered how these plans will be used flexibly to meet pupils' particular needs as outlined in their EHC plans. The curriculum takes account of pupils' starting points and is likely to meet pupils' needs.
- The school has adopted a curriculum to support pupils' personal, social, health and economic knowledge and skills. This curriculum includes content that encourages respect for protected characteristics. It provides for pupils to have relationships education appropriate to their age.
- The school has established a framework to assess pupils' academic achievement. It enables staff to evaluate pupils' starting points when they join the school, as well as their ongoing progress through the curriculum. It outlines how the school will report this to parents and carers.
- The proposed school has appointed a qualified teacher as the headteacher. It has also appointed an experienced higher-level teaching assistant and a teaching assistant. The proprietor plans to supplement these staff with an assistant psychotherapist, a counsellor and a speech and language therapist.

- The school has ensured that the independent school standards (the standards) in this part are likely to be met.

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

Paragraphs 5 to 5(d)(iii)

- The school has adopted a curriculum which integrates appropriate opportunities for pupils to develop their knowledge of the fundamental British values, public institutions and the protected characteristics.
- The school has made specific plans, which meet the needs of the pupils who are likely to attend the proposed school. Topics such as radicalisation, vulnerability and inequality are planned to be addressed through both the curriculum and therapeutic work, with links made to real-world issues and current affairs.
- The proposed school's curriculum ensures that pupils are exposed to a broad range of cultural and religious perspectives, supporting their spiritual, moral, social and cultural development.
- The school is building in time to explore local and global issues. Leaders have begun to identify texts and themes in literacy that support this work, including examples, such as civil rights, racism, inequality, and historical events. These examples demonstrate a commitment to ensuring that pupils engage with meaningful content that promotes critical thinking and social awareness.
- The school has plans in place to train all staff in what is expected of them to ensure that partisan political views are not promoted.
- The school has ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b) and 14

- The school has developed a safeguarding policy, which reflects the most recent guidance issued by the Secretary of State. The school has appointed a qualified designated safeguarding leader. It has implemented a system for recording any concerns about pupils' welfare. It has also made plans to have a safeguarding specialist as a part of its advisory board to add an extra layer of scrutiny for safeguarding.
- The school has considered how staff will supervise pupils who attend the school. The plans the school has in place are likely to be effective.
- The standards in these paragraphs are likely to be met.

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

- The school has a policy in place to promote pupils' good behaviour and to prevent bullying. These take account of the likely needs of pupils in the school. It has also established the system by which staff will record any misbehaviour.
- The standards in these paragraphs are likely to be met.

Paragraphs 11, 12, 13, 16, 16(a) and 16(b)

- The school has an appropriate health and safety and risk assessment policy in place. These are accompanied by risk assessments for specific spaces and activities. These identify any risks and outline the mitigations associated with them. These risk assessments cover activities in and outside of the school.
- The school has a suitable written first-aid policy. It has already appointed first-aid qualified staff.
- The school meets the requirements of the Regulatory Reform (Fire Safety) Order 2005. It has completed fire risk assessments and has developed the systems and processes required to monitor fire risk and safety.
- The standards in these paragraphs are likely to be met.

Paragraph 15

- The school has an admissions register that complies with the relevant regulations. It has an attendance register, which adheres to the relevant guidance.
- The standards in these paragraphs are likely to be met.

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

Paragraphs 18(2) to 18(2)(e), 18(3), 19(2) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(b)(iii), 20(6)(c), 21(1) to 21(3)(b), 21(5) to 21(6)

- The proprietor and staff already appointed have an appropriate knowledge of the pre-employment checks they need to do to ensure the suitability of staff and supply staff.
- All relevant checks have been made on the proprietor body and all appointed staff.
- The school has designed an appropriate single central record. The checks made on staff already appointed are appropriately recorded on it.
- Though the school does not intend to use any staff from an employment agency, it understands the checks that would need to be completed if it were to do this.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 23(1)(b), 24(1) to 24(1)(b), 24(2) and 25 to 28(2)(b)

- The proposed school is a self-contained wing of a larger building, all of which is owned by the proprietor. The building and outdoor spaces are well maintained and safe.
- There is one classroom, a toilet for the sole use of pupils and a small regulation space in the school. All rooms are suitable for the purposes intended, are well lit and have appropriate acoustics.
- There is a first-aid room, which has hot and cold running water and is near to the toilet. This room can also be used as a small space for therapeutic work with pupils.
- There is a toilet for the sole use of pupils.

- There is also a therapy room in another part of the building with access from the school. There are staff toilets accessed via the therapy room. There are no publicly accessible parts of the building or site.
- Pupils will eat their lunch in the classroom.
- The standards in these paragraphs are likely to be met.

Paragraphs 29(1) to 29(1)(b)

- There is a large, attractive, well-maintained garden at the back of the school, which gives ample outdoor space for pupils to play.
- The standards in these paragraphs are likely to be met.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(2)(b)(ii) and 32(2)(d) to 32(4)(c)

- The school has information about the school available to parents and carers on request. This includes information on the curriculum, assessment, behaviour, bullying, health and safety, first aid and complaints.
- A website is in place, which also contains this information. The website shows the school's address and contact details and details of the proprietor. It also has details of the school's vision and ethos.
- The safeguarding policy is available on the proposed school's website and on request.
- The school has system in place to provide information to the local authority for any pupil's EHC plan review that might take place. It also has arrangements in place to provide an annual account of income and expenditure to any local authority placing a pupil at the school.
- The standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The complaints policy is in writing and available to parents of pupils on the school's website and on request.
- The policy allows for a complaint to be made informally in the first instance. It has further stages with clear timelines. It states clearly that if there is a panel hearing of the complaint, one member of the panel will be independent of the management and running of the school.
- The school has arrangements to keep records of complaints as required by the standards. The policy states that complainants and those complained about (where relevant) will be informed of the outcome of a complaint.
- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor has ensured that those responsible for leadership and management in the school have the skills and knowledge they need so that the standards are likely to be met consistently.
- Leaders in place at the time of the inspection demonstrate the skills and knowledge needed to actively promote pupils' well-being.
- The standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The school has made an accessibility plan which outlines how leaders will improve disabled pupils' access to information, the curriculum and the premises.

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	152163
DfE registration number	330/6149
Inspection number	10420076

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 special school
School status	Independent day school
Proprietor	Resicare Alliance Limited
Chair	Nathan Screiber
Headteacher	Ashanti Anderson
Annual fees (day pupils)	£55,000
Telephone number	07934107616
Website	www.resicare.co.uk
Email address	cbrown@resicarealliance.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	5 to 11	5 to 11
Number of pupils on the school roll	Not applicable	6	6

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	6
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	6
Of which, number of pupils with an education, health and care plan	Not applicable	6
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	6

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	1
Number of part-time teaching staff	Not applicable	0

Information about this proposed school

- The proposed school intends to cater for pupils with SEND, including those related to speech, language and communication, autism, moderate learning difficulties and social, emotional and mental health needs.
- Alongside the academic curriculum, the proposed school will offer a therapeutic curriculum, which includes art and play-based therapy.
- The proposed school does not intend to use any alternative provision.
- The proposed school will not have a religious character.

Information about this inspection

- This inspection was carried out at the request of the Department for Education. The purpose of the inspection was to carry out a pre-registration inspection of the proposed school.
- This was the first pre-registration inspection of the proposed school.
- The inspectors carried out a range of activities to ascertain whether the proposed school was likely to meet the independent school standards. These activities included meeting with the chair of the proprietor board, director of education, designated safeguarding leader and head of centre. Inspectors also reviewed policies and evaluated a range of documentation.
- The lead inspector conducted an evaluation of the premises and external areas of the proposed school.

Inspection team

Dan Owen, lead inspector

His Majesty's Inspector

Tony Bradshaw

His Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025