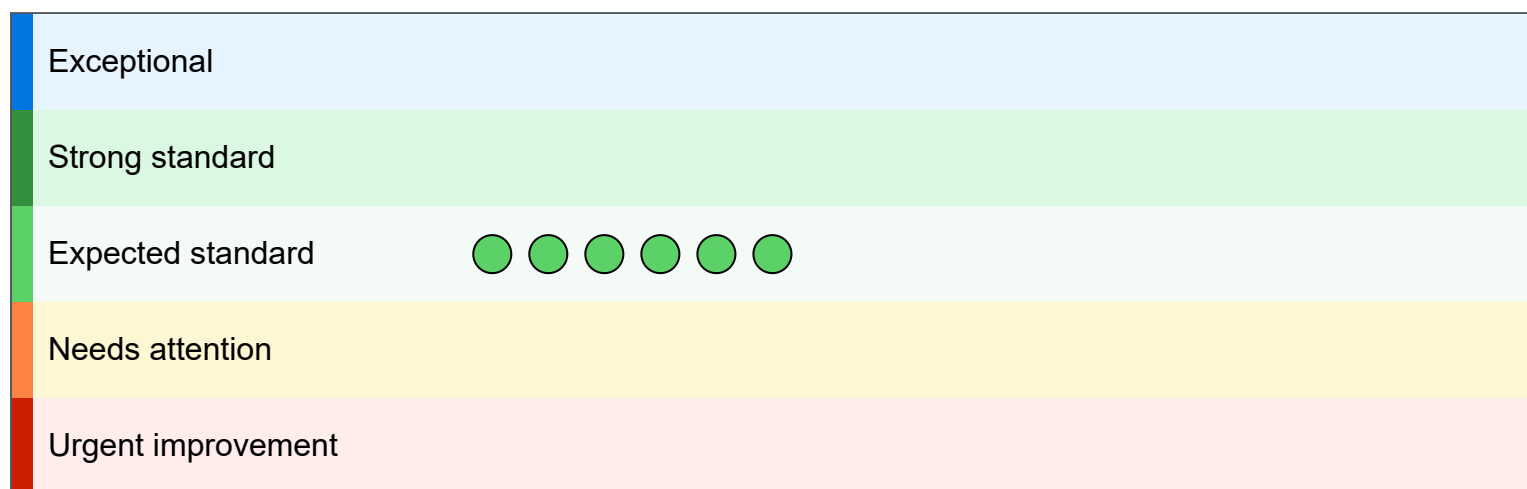


Maple Tree Primary School

Address: 162 Ramsgate Road, Broadstairs, Kent, CT10 2EW

Unique reference number (URN): 148862

Inspection report: 24 February 2026



✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard 

Pupils generally achieve well. They learn to communicate positively with staff and their peers, which helps to build their confidence in managing new situations and expressing their emotions. Staff help pupils develop a wide, expressive vocabulary linked to feelings and opinions. Pupils grow more confident in articulating sentences because adults model language carefully.

Most pupils progress steadily towards the targets in their education, health and care plans. They gain practical skills that promote healthy, independent living. The school uses age-appropriate accreditations to recognise when pupils achieve key milestones, such as using the internet safely or taking part in charity work. This prepares pupils well for secondary education.

Most pupils develop their reading, writing and numeracy knowledge well. However, on occasion, variability in staff's expertise means that a few pupils do not develop their phonics and handwriting knowledge as swiftly as they could.

Attendance and behaviour

Expected standard 

Many pupils at the school have had a disrupted education in the past. The school works with parents and carers and professionals to identify barriers to regular attendance. Staff intervene quickly if pupils' attendance begins to fall. Leaders take a patient and flexible approach, including part-time timetables where needed, to help pupils re-engage with school. Staff support pupils who find mornings difficult, which helps reduce repeated absences. However, occasionally, leaders' approaches do not help pupils to overcome their barriers to attending as well as they could.

Pupils feel safe because staff know them very well. When pupils struggle with their emotions, staff offer calm, individual support that usually helps them settle. Classrooms are typically purposeful places where pupils concentrate well on their learning. Knowledgeable staff help to manage pupils' behaviour in line with the school's agreed approaches. Staff record concerns carefully so that any patterns can be identified and addressed. Leaders use this information well to adjust pupils' support plans and make helpful changes to the curriculum. Unkind behaviour or bullying is rare because staff help pupils to understand the feelings of others. The need for physical intervention by staff is low because pupils learn to recognise their triggers and develop the ability to express their feelings and their needs clearly.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching in the school. They have developed a broad and interesting curriculum with a strong emphasis on communication, interaction and personal development. Leaders identify the essential knowledge that pupils should learn in each subject. They ensure that it is logically ordered so that pupils' understanding builds securely. Reading, writing and mathematics sit at the

heart of the curriculum. Pupils regularly practise applying their knowledge of reading and mathematics across different subjects. However, at times, staff do not ensure that pupils have sufficient opportunities to practise their handwriting skills.

Teachers break down pupils' education, health and care plan targets into clear, personalised goals. They use these to guide how they design learning for each pupil. Generally, staff adapt their approaches appropriately so that pupils work towards these goals successfully. For instance, staff use pictures and symbols to help some pupils acquire new vocabulary to talk about their learning. Similarly, assistive technology is used to support pupils to record their ideas if handwriting or spelling present barriers. Phonics is generally taught well, and as such, pupils typically learn to read with confidence. However, on occasion, some staff lack the expertise to deliver the phonics programme as effectively as they could.

Teachers regularly check pupils' understanding and use this information to inform their teaching. In the main, targeted intervention is used effectively to close gaps in pupils' learning.

Inclusion

Expected standard ●

Leaders have established an ambitious and inclusive culture that raises expectations for every pupil. Leaders identify pupils' needs promptly. Staff use a range of information, including information from pupils' previous settings and from external professionals. This is used to build an accurate picture of each pupil's learning, social, emotional and communication profile. Staff take suitable action to reduce barriers to pupils' learning. For example, staff help some pupils to use symbols to communicate their ideas and to engage in lessons. Pupils receive the additional help set out in their education, health and care plans.

Staff understand pupils' starting points and place a clear emphasis on helping them to communicate and interact positively. Leaders have ensured that most staff have the expertise to support pupils to engage in learning for sustained periods. Consistently implemented, well-considered approaches, such as predictable routines and personalised programmes, help pupils manage their behaviour, communicate and participate successfully. Leaders monitor pupils' progress closely and adjust provision when needed. Typically, leaders ensure that interventions successfully build pupils' confidence, independence and engagement.

Leaders draw on specialist advice from speech and language therapists, occupational therapists and other external professionals to ensure that pupils are supported well. Leaders work with pupils' families, social care and the virtual school to shape ambitious plans for pupils' futures.

Leadership and governance

Expected standard ●

Leaders maintain a clear and confident understanding of the independent school standards (the standards) and check the school's compliance regularly and rigorously. Leaders accurately evaluate the effectiveness of the school's provision. They use this information well to identify areas that could be further strengthened. Staff receive the training and guidance that they need to support pupils with special educational needs and/or disabilities

(SEND) well. Leaders are supporting some staff to continue to embed aspects of their training and to build their confidence, so that practice is consistently high quality across all aspects of the school.

Leaders monitor the impact of their work carefully and adapt support so that it meets pupils' needs. This ensures that decisions are firmly rooted in pupils' best interests. Leaders are proactive about learning from others by working with local schools and the local authority. This collaboration has informed valuable developments, including alternative ways to support some pupils with SEND who learn language differently. This is further strengthening classroom practice.

The proprietor has established a system of governance to check compliance with the standards and to ensure that statutory duties, including safeguarding, are met. However, at times, the proprietor does not have as rigorous an oversight as it should of the quality of governance or how effectively resources are used to improve the school's provision.

Staff describe a positive and supportive culture. They feel well cared for by leaders and value the training they receive. Staff appreciate that their views are listened to and respected. Leaders work closely with parents and carers and external agencies to ensure that pupils receive the support they need.

Personal development and wellbeing

Expected standard 

The school's curriculum for personal, social and health education helps pupils build important knowledge step by step. Staff adapt this learning when pupils need extra help. For example, some pupils receive focused support about how to ask for consent before giving someone a hug. Most pupils understand risk, make safe choices and know how to ask for help when they need it.

Pupils take on meaningful responsibilities, including roles such as school councillors. These experiences help them grow in confidence, practise leadership and recognise that their views matter. Pupils take part in voting, turn-taking and shared decision-making. This helps them experience democracy in action and understand the importance of everyone having a fair say.

Pupils learn important values, including caring for others, through clear rules and routines. They develop their social skills through thoughtfully designed community activities, such as visits to the trampoline park and the local zoo. Pupils typically show respect for others and work well together during social times, often joining in ball games with enthusiasm. Outdoor learning provides rich opportunities for pupils to develop curiosity and wonder, such as growing plants from seeds and building dens. Pupils value these opportunities.

The school's well-designed personal development provision helps pupils work towards goals that match their strengths and future interests. These activities motivate pupils. Pupils develop useful life skills, for example, they learn gardening, cooking, sewing and how to respond safely during a fire drill. Activities linked to their interests, such as go-kart racing and building bikes, strengthen pupils' engagement and social development.

Staff teach relationships education in a sensitive and age-appropriate way. Most pupils develop a secure understanding of their bodies, personal boundaries and consent. Staff

share information about puberty with parents and carers so that they can use shared language and routines for self-care.

What it's like to be a pupil at this school

This school caters for pupils who have struggled to access education in mainstream settings. Many are disengaged from education when they join the school. However, here, pupils benefit from the support that they need to achieve well. Pupils benefit from leaders' thorough understanding of each individual's needs. Pupils' barriers to learning and wellbeing are quickly reduced by staff. Targeted support helps pupils learn to understand and manage their feelings. Pupils respond well to the school's consistent routines and personalised approaches, which enable them to make steady progress from their varied starting points. Most pupils learn to read and write securely.

Pupils benefit from a curriculum that is broad, engaging and designed to develop their independence in preparation for adult life. Teaching takes account of what pupils already know and can do. This helps pupils to engage positively in class. Pupils develop important life skills through thoughtfully designed practical experiences. For instance, they learn cooking skills while developing an understanding of healthy eating. Pupils' motivation is encouraged by learning activities based around their interests. This helps them to build essential skills. For example, pupils build bikes using tools that help to improve their fine motor control. Pupils engage well in these activities and enjoy their learning.

Pupils participate fully in school life and form positive relationships with staff and their peers. Pupils treat each other with kindness and respect. They feel safe and confident that staff understand their individual circumstances. Bullying is rare and swiftly resolved if it occurs. Pupils' behaviour is typically calm and focused. When pupils become worried, or find it difficult to meet leaders' high expectations, staff respond with consistency and care. In general, pupils attend regularly.

A wide range of enrichment activities build pupils' confidence, curiosity and social skills. For example, pupils enjoy visits to local venues, such as the trampoline park. Pupils embrace leadership roles, such as school councillor, which help them to understand responsibility and to contribute to the school community.

Next steps

- Leaders should ensure that all staff have the expertise needed to deliver all aspects of the curriculum, including phonics and handwriting, well.
 - Leaders should continue to strengthen their approach to increasing pupils' attendance, working closely with parents and carers and external professionals to identify and remove barriers that prevent pupils from attending more regularly.
 - The proprietor should further strengthen its oversight of the extent to which governance arrangements are effective in continuing to move the school forward.
-

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the chair of the proprietor body, the teacher in charge, the assistant teacher in charge and the governor. Inspectors also spoke with a range of staff at different times during the inspection.

The inspectors confirmed the following information about the school:

Maple Tree Primary School is an independent special school. It caters for pupils who have social, emotional and/or mental health needs. All pupils have an education, health and care plan. Pupils are placed at the school by local authorities.

The school does not use alternative provision.

The school's last standard inspection was in January 2023, where the overall effectiveness was judged to be good.

The name of the proprietor is Parkview Education. The sole director is Balwant Bhogal.

The fees currently charged are £83,995 to £140,295.

The email address for this school is maple.tree@parkviewcare.co.uk

Teacher in charge: Laura Stubbs

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards met

All standards have been met.

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

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Michelle Payne, His Majesty's Inspector

Team inspector:

Hilary Macdonald, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 24 February 2026

Total pupils

9

School capacity

20

Pupils with an education, health and care (EHC) plan

9

Pupils with special educational needs (SEN) support

0

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 <https://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 2026



© Crown copyright