

Parkview Academy

8 Approach Road, Margate, Kent CT9 2AN

Unique reference number (URN): 144475

Progress monitoring inspection report:

11 June 2026

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

At its most recent inspection, the school was judged to not meet all of the independent school standards and associated requirements.

The purpose of this inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.

Part 8. Quality of leadership in and management of schools

When we carry out progress monitoring inspections of independent schools, we report on the school's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

Evidence from the last progress monitoring inspection indicated that the post-Ofsted action plan had not been implemented effectively. While leaders had taken action to address the weaknesses identified at the last standard inspection, there was more work to be done for the school to meet the independent school standards consistently. Since then, leaders have secured further improvements in systems to enable them to monitor the quality of the school's work. They use a range of information, such as visits to lessons, reviews of pupils' work and information about pupils' progress, to successfully identify what is working well and where further developments are required. This has led to increased consistency in teaching, in staff expectations and in the quality of pupils' learning.

The proprietor has established secure procedures to ensure that he is well-informed about the school's performance and able to hold leaders to account. For example, the proprietor

and headteacher regularly discuss the school's performance. They also meet with leaders in other schools owned and operated by the proprietor to share ideas and to provide mutual challenge. The minutes of these meetings indicate a sense of urgency and progress in ensuring that the school's post-Ofsted action plan has been fully implemented so that the independent school standards are met. Furthermore, the headteacher provides the proprietor with regular reports about different aspects of the school's work, including the quality of the curriculum and teaching, behaviour, attendance and safeguarding. The proprietor has recently commissioned an external consultant to provide ongoing advice and guidance to ensure that the independent school standards are continuously met.

The school now meets the following independent school standards in Part 8: 34(1)(a) and 34(1)(b). All independent school standards in this part are now met.

Part 1. Quality of education provided

At the previous standard inspection in July 2025, several paragraphs in Part 1 of the standards were not met. At that time, there were weaknesses in curriculum design; in the way that the curriculum was implemented; and in how well it was adapted to meet the needs of all pupils. There were also weaknesses in how well teachers checked that pupils were learning the intended curriculum.

The first progress monitoring inspection in January 2026 found that the proprietor had made some progress in addressing some of these weaknesses, particularly in relation to curriculum design. However, the proprietor had not ensured an effective curriculum was in place to support pupils who need early reading support, including access to a phonics programme. In addition, variations in implementation of the planned curriculum remained.

Curriculum and teaching

The proprietor has successfully addressed omissions in the independent school standards identified at the time of the previous standard inspection.

Leaders have developed the curriculum further to ensure clarity about the content and about how this builds pupils' knowledge over time. There were no pupils on site at the time of the inspection, so it was not possible to visit lessons to see how well the curriculum is delivered in practice. However, the work in pupils' books indicates that the curriculum is securely established and delivered consistently. Leaders have used strategies, such as the introduction of standardised lesson plans, successfully to increase the consistency of teaching since the last pre-registration inspection.

A suitable phonics programme is now in place for pupils at an early stage of reading. School records and the work in pupils' books indicate that this phonics programme is being delivered as intended. Leaders have also introduced a reading programme suitable for older pupils who need help with reading. This programme is designed to provide tailored support for pupils according to their needs. The school's reading programmes are now embedded in the English curriculum, so that teaching continuously reinforces what pupils

have learned previously. These initiatives are beginning to impact positively on pupils' reading abilities, as well as their enjoyment of books.

Leaders have used professional learning successfully to develop staff understanding of different aspects of teaching. For instance, staff have completed training to develop their knowledge about how pupils learn.

Assessment

Leaders have strengthened assessment procedures since the last pre-registration inspection. For instance, they are now checking pupils' progress across all subjects and have introduced a system to give staff an easily accessible picture of individual pupils' progress over time. All staff have completed training in the use of assessment and these procedures are now securely established. As a result, staff have a clearer picture of pupils' learning than at the time of the previous standard inspection. They can see where pupils are doing well and can identify where further practise is required. Evidence indicates that staff are using this information with increasing success to plan and adapt tasks to support individual needs.

Leaders have recently introduced a new element to the school's monitoring procedures. This is designed to provide information about how well specific support and interventions are working for individual pupils, including for those pupils at an early stage of reading.

The school now meets the following independent school standards in Part 1: 2(1)(b) and 2(1)(b)(i) and Part 3: 3(a), 3(d) and 3(g). All independent school standards in this part are now met.

Part 3. Welfare, health and safety of pupils

Safeguarding

The arrangements for safeguarding were effective at the previous inspection.

Evidence from this inspection shows that the school continues to promote a positive safeguarding culture. Leaders ensure that staff understand their responsibilities for raising any concerns they may have about pupils' safety. Leaders and staff are suitably trained to understand their safeguarding duties. Records and documentation indicate that leaders take swift action where required to keep a pupil safe. This includes liaison with agencies, such as social services and the police.

The school's safeguarding policy is fit for purpose. It is published on the school's website and reflects current statutory guidance and other requirements.

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

The recruitment checks made on staff, supply staff and the proprietor

The standards in Part 4 were met at the previous inspection in January 2026. The proprietor has ensured that this continues to be the case. Leaders demonstrate a sound understanding of recruitment checks. The proprietor ensures that all required recruitment checks are completed in a timely manner. Effective procedures are in place to ensure that this continues to be the case.

The single central record of these recruitment checks

All required staff suitability checks are completed in a timely manner as part of the school's recruitment and appointment procedures. The single central record complies with current statutory requirements.

About this inspection

Inspectors carried out this inspection under sections 109(1) and (2) of the Education and Skills Act 2008, at the request of the registration authority for independent schools. Inspectors 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.

The inspection was conducted without notice. This was the second progress monitoring inspection since the school's standard inspection, in July 2025. At this time, the school was judged to not comply with the independent school standards.

The DfE required the school to submit an action plan. This was submitted in October 2025 and assessed as satisfactory by Ofsted in December 2025. It was accepted by the DfE in December 2025.

The inspector spoke with the headteacher and the proprietor during this inspection. She also spoke with a pupil.

The inspector considered the school's safeguarding arrangements, including the single central record of pre-employment checks and whether the school's safeguarding policy is available to parents and carers. These requirements of the independent school standards are met.

Lead inspector

Julie Sackett

His Majesty's Inspector

About this school

Proprietor	Parkview Education Ltd - Mr B Bhogal
Headteacher	Mr Steven Bing
Type of school	Other independent special school
Capacity	25
Number of full-time pupils of compulsory school age on roll	5
Number of part-time pupils of compulsory school age on roll	0
Age range of pupils	11 to 16
Gender of pupils	Mixed
Annual fees for day pupils	£89,995
Email address	parkviewacademy@parkviewcare.co.uk

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