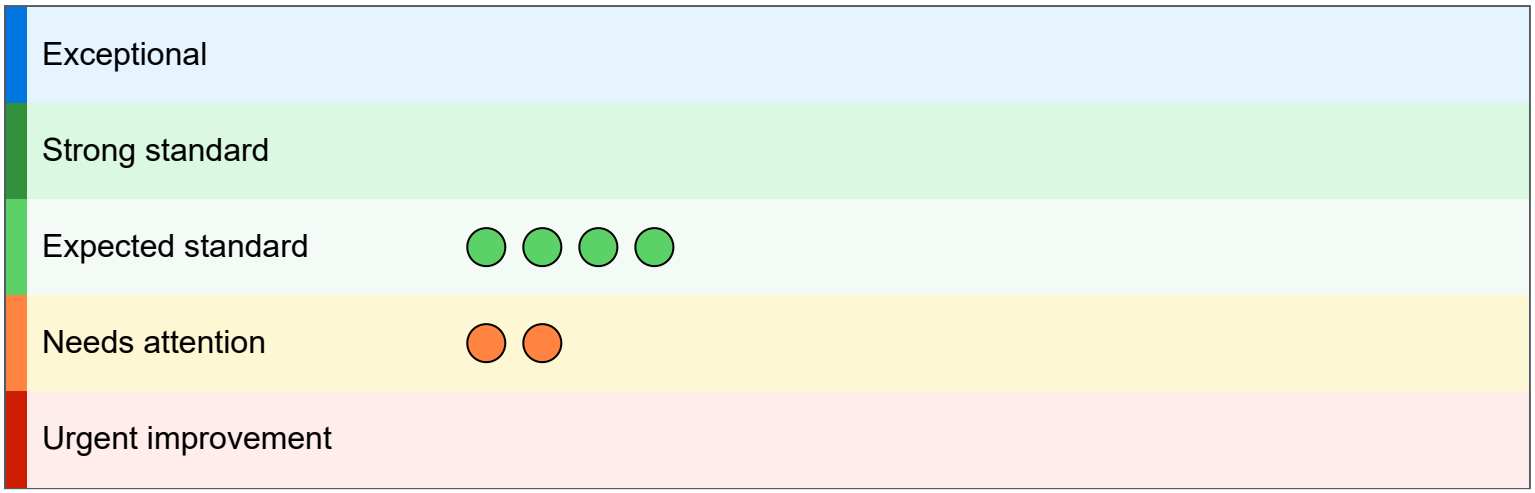
Maple Haven Ltd

Address: Quex Village, Quex Park, Park Lane, Birchington, Kent, CT7 0BH

Unique reference number (URN): 151768

Inspection report: 6 October 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

All pupils face multiple barriers to learning and wellbeing. Leaders and staff understand pupils' individual needs well, and the provision they receive helps them to make secure progress. Leaders ensure that pupils' individual starting points are carefully considered and that staff accurately assess each pupil's stage of development. The carefully planned curriculum helps pupils to develop essential skills, such as communicating more effectively and developing their phonics and basic mathematical knowledge.

Pupils progress very well in their social and emotional development. They attend school regularly and are ready to learn. Over time, pupils learn to work and play more collaboratively. Preparation for adulthood is promoted through the curriculum and a range of enrichment activities. These give pupils opportunities to develop their independence and take part in activities in their local area beyond the school. As a result, pupils are well prepared for the next stage of their education.

Curriculum and teaching

Expected standard

Leaders have designed a curriculum based on a detailed understanding of pupils' varied starting points. They assess pupils' needs carefully when they join the school and use this information to shape curriculum pathways and learning goals. As a result, pupils access learning that addresses gaps in their knowledge while maintaining ambition for their future achievement.

Curriculum plans identify the knowledge and skills that pupils should develop over time, including within mixed-age classes. Phonics is taught at levels appropriate to pupils' stages of development. Leaders use assessment information to identify barriers to learning and adapt provision accordingly. This helps pupils to develop important skills and knowledge in early reading, writing and mathematics alongside those that prepare them for adult life.

Teachers generally demonstrate secure subject knowledge and adapt learning effectively to meet pupils' needs. Leaders identify where staff need to develop their expertise. Leaders provide further professional learning quickly. Positive relationships encourage pupils to participate in learning, while additional adults provide targeted support where needed. Leaders monitor pupils' progress through the curriculum and staff use assessment information to inform their teaching. As a result, pupils engage increasingly well with their learning and make appropriate progress from their starting points.

Inclusion

Expected standard

Leaders and staff have developed a highly inclusive culture. They identify pupils' needs quickly and accurately. Staff know all their pupils well and generally understand how to reduce the barriers they face. A range of plans accurately identify pupils' needs and support their academic progress and personal development. Leaders generally check to ensure that the help that should be provided is working as it should.

Regular training is in place for all staff. This supports them to know how to cater for their pupils' wide range of special educational needs and/or disabilities. Communication is prioritised in every classroom. A wide range of communication systems are available and these are generally used well by staff to remove barriers to engagement and wellbeing. A range of specialist support is provided, including occupational therapy and speech and language therapy. Leaders ensure that pupils have access to any external specialist support that they require.

The school plays close attention to the long-term outcomes set out in pupils' education, health and care plans. These are distilled into short term targets that are generally appropriate. The school plays an active role in supporting pupils, who are known to, or have previously been known to, social care. Leaders work effectively with parents and carers and external agencies.

Personal development and wellbeing

Expected standard

The personal development offer at the school is wide ranging and carefully considered to meet pupils' needs. The personal, social, health and economic education curriculum helps pupils learn about relationships, staying safe, diversity and life in modern Britain. Leaders adapt how they deliver the programme to reflect pupils' ages and stages of development. They use their understanding of the school context to identify the important knowledge that pupils need. This includes early opportunities to learn about careers and think about their aspirations for the future.

An extensive range of wider opportunities, including visits and trips, are provided for all pupils. These are carefully considered to support class-based learning and prepare pupils to become increasingly independent within their local community. For example, visits start in environments solely for school pupils and, as pupils develop the necessary confidence, skills and knowledge, progress to public spaces. This gives pupils access to experiences they may not otherwise have and helps them take part in similar visits with their families outside school. All pupils participate in these activities. The school also provides opportunities for pupils and their families to use the school site during holidays to socialise with peers.

Leaders and staff know their pupils well and identify individuals, who need additional pastoral support. A wide range of support are available, and referrals to external agencies are made when necessary. Leaders track the impact of this support to check that it is effective and appropriate. Pupils are well supported to develop their social skills and resolve conflicts. As a result, pupils increasingly cooperate and play with others. This helps to prepare pupils well for their next steps and adulthood.

Needs attention

Attendance and behaviour

Needs attention

Leaders prioritise attendance and ensure staff are aware of their responsibilities to support high attendance. All pupils attend school full time. Most pupils enjoy going to school and

attend well, with many attending every day. Leaders have developed an effective range of strategies to address absence and improve attendance when needed. These are personalised to pupils and their families and take account of their individual circumstances. This carefully tailored support helps pupils to attend school more regularly.

Leaders have not ensured that procedures are in place to record and report restrictive interventions and seclusion in line with statutory guidance. As a result, some of the independent school standards are not met. Leaders have started to take action to strengthen staff training, policies and procedures.

Pupils behave well across the school. Staff understand pupils' needs and use a range of teaching strategies and a calm approach to engage them. Pupils respond well to the calm atmosphere in class and move between activities with increasing independence. A range of communication strategies helps pupils to understand routines and expectations. Bullying is very rare. Staff quickly support pupils to manage their emotions and behaviour, when difficulties arise. Staff support pupils to stay safe at school.

Leadership and governance

Needs attention

The proprietor has not ensured that the independent school standards are met consistently. Weaknesses in quality assurance have resulted in leaders not having an accurate understanding of statutory guidance relating to the recording and reporting of restrictive interventions and seclusion. The proprietor knows the school and its pupils well, but their oversight has not been sufficiently effective to identify and address these weaknesses.

Leaders are positive role models and have high expectations of staff and pupils. They are committed to improving the school and make decisions in the best interest of the pupils. They have developed a positive culture across the school and support staff well with their wellbeing and with professional learning. Their actions have supported improvements in many areas of the school's work since it opened. Leaders are collaborative, both within the school and with wider agencies, parents and carers and the local community. They ensure staff are supported to develop their expertise in areas that will support the school's development. Staff are proud to work at the school and leaders ensure that all staff feel valued.

A governing board is in place and they understand their role in supporting the school, however, at present they lack sufficient members who are independent of the school to provide robust challenge to leaders. Parents and carers speak highly positively about the school. They value the support the school provides and that their children are nurtured and feel happy coming to school and accessing learning.

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

Pupils enjoy attending their caring school each day. Staff who know and care about the pupils welcome them with smiles every morning. Pupils are happy at school and feel that they belong. The school has an inclusive and nurturing ethos. Relationships between staff and pupils are warm and respectful.

The school's inclusive culture and practice ensure that all pupils are included in all aspects of school life. Pupils facing barriers to their learning receive the support they need to enjoy and benefit from school life. A range of activities enrich pupils' experiences, including forest school and working with the school's alpacas and goats. Carefully considered trips help pupils to access their local community and become as independent as possible.

Leaders and staff have high ambitions for all pupils. Pupils benefit from a carefully considered, broad and enriching curriculum, which is generally taught well. Pupils enjoy becoming successful learners and the school celebrates their achievements with them and their families. Pupils are well prepared for their next steps as a result of the school's work. Pupils develop and demonstrate the school's values of kindness, respect and curiosity.

Behaviour across the school is calm and purposeful. Pupils receive effective support to understand their emotions and behaviour. When they need additional help, staff provide this quickly. However, the school does not consistently record and report some specific behaviours as it should. Attendance is high and most pupils attend regularly. Leaders and staff ensure that pupils' voices are heard in ways that are appropriate to their individual needs. Bullying is extremely rare and staff respond effectively to any concerns. Pupils feel safe and valued at school.

Next steps

- Leaders and the proprietor should strengthen their oversight of the school's compliance with the independent school standards so that they identify and address weaknesses promptly and ensure that the standards are met consistently.
- Leaders should strengthen their systems for monitoring pupils' progress so that they ensure that all staff identify and address swiftly any barriers to pupils' success.

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.

The inspection took place from 6 to 8 October 2026.

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 proprietor, who is also the school's senior leader, and members of the governing body, including the chair. They also spoke with other leaders of the school, staff and pupils.

The inspectors confirmed the following information about the school:

This school is registered as a special school for pupils aged 4 to 18 years. All pupils have education, health and care plans. Their primary need is speech, language and communication.

At the time of the inspection, the school had reached its registered capacity of 14 pupils. At the time of the inspection, the school had only primary-age pupils with no secondary pupils, no students in the sixth form and no children in the early years provision.

The school does not make use of any alternative provision.

The proprietor of the school is Maple Haven Ltd. The chair of the proprietary body is Sara Llewellyn.

This is the first standard inspection of the school. It was first registered by the DfE on 20 August 2025.

The annual fees currently charged are £62,167.12 to £68,037.12

The school's email address is info@maplehaven.school

Headteacher : Sara Llewellyn

Independent school standards

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

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1. Quality of education provided — Insufficient evidence

Inspectors were unable to gather sufficient evidence to judge whether the following standards are met:

Paragraph 2(2)

For the purposes of paragraph (2)(1)(a), the matters are–

(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–

(i) is presented in an impartial manner;

(ii) enables them to make informed choices about a broad range of career options; and

(iii) helps to encourage them to fulfil their potential;

(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;

Paragraph 2A(1)

The standard in this paragraph is met if the proprietor–

(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),

Paragraph 2A(2)

Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.

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

All standards have been met.

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3. Welfare, health and safety of pupils Standards not met

The following standards have not been met:

Paragraph 16A(1)

The standard in this paragraph is met if the proprietor—

(a) ensures that a procedure is in place for recording each use of force incident in accordance with section 93A of the Education and Inspections Act 2006;

(b) ensures that a procedure is in place for recording each incident in which a member of the school staff secludes, restrains or immobilises a pupil for whom education is being provided at the school (a "seclusion or restraint incident"); and

(c) takes all reasonable steps to ensure that both procedures are complied with.

Paragraph 16A(2)

The procedure under sub-paragraph (1)(b) must require that the record is made in writing as soon as practicable after the incident.

Paragraph 16A(3)

The procedure under sub-paragraph (1)(b) need not provide for any action to be taken in relation to a seclusion or restraint incident that also constitutes a use of force incident within the meaning of section 93A of the Education and Inspections Act 2006 and therefore falls to be recorded under the procedure referred to in sub-paragraph (1)(a).

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4. Suitability of staff, supply staff, and proprietors Standards met

All standards have been met.

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5. Premises of and accommodation at schools Standards met

All standards have been met.

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6. Provision of information Standards not met

The following standards have not been met:

Paragraph 32A

The standards about the provision of information by the school are those contained in this Part.

(1) The standard in this paragraph is met if the proprietor—

(a) ensures that the procedures for recording use of force incidents and seclusion and restraint incidents referred to in paragraph 16A(1)(a) and (b) include procedures for information about each such incident (except where the pupil concerned is aged 20 or over or provision made under sub-paragraph (2) applies) to be provided to each parent of the pupil as soon as practicable after the incident; and

(b) takes all reasonable steps to ensure that those procedures are complied with.

(2) A procedure under sub-paragraph (1)(a) must include provision to the effect—

(a) that a person ("R") who would otherwise be required by the procedure to provide a parent with information about an incident must not provide it to that parent if it appears to R that doing so would be likely to result in significant harm to the pupil; and

(b) that if it appears to R that there is no parent of the pupil to whom R could provide information about the incident without that being likely to result in significant harm to the pupil, R must provide information about the incident to the

local authority (within the meaning of the 1989 Act) within whose area the pupil is ordinarily resident.

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7. Manner in which complaints are handled — Standards met

All standards have been met.

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8. Quality of leadership in and management of schools — Standards not met

The following standards have not been met:

Paragraph 34(1)

The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–

(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

Lead inspector:
Simon Graydon, His Majesty's Inspector

Team inspector:
Elaine Parkinson, 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 6 October 2026

Total pupils

14

School capacity

14

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

14

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.

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