



## Standard 3 Visit

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| <b>Name of Service</b>        | <b>Southview School – ‘The View’</b>  |
| <b>Date of previous visit</b> | <b>24/09/2025</b>                     |
| <b>Date of this visit</b>     | <b>11/11/2025</b>                     |
| <b>Standard 3 Visitor</b>     | <b>Mark Goode</b>                     |
| <b>Time of visit</b>          | <b>14.30 – 17.15</b>                  |
| <b>Visit Supported by</b>     | <b>George Walklett – Head of Care</b> |

### About the Independent Visitor

Visiting the residential provision today is Mark Goode. Mark has worked in the Education sector for the past 24 years, leading in multiple Schools and alternative providers with experience as both Headteacher and Executive Headteacher. Mark spent time as one of Her Majesty’s Inspectors with OFSTED. Mark is experienced in leading bespoke education covering ages 4 to 19 across the full academic range for pupils with wide-ranging complex additional, special and health needs. Mark’s strong track-record of inspection processes has helped organisations with low ratings, as well as both ‘Good’ and ‘Outstanding’ ratings. Mark undertakes visits on behalf of Platinum Care Consultancy in a number of residential School settings. These include settings designated for care and education of children with emotional and behavioural difficulties, learning difficulties, sensory impairment, physical disabilities and health conditions.

### **Standard 3 VISITS**

**INTRODUCTION: Standard 3 - Monitoring by Independent Visitors (SCCIF (04/09/25), NMS (05/09/2022)).**

**3.1 The governing body, trustees, or proprietor of the school appoint a representative who is independent of the leadership and management of the school to visit the residential provision six times, spread evenly, over the course of a school year and complete a written report on the conduct of the school. The representative is vetted in line with the school's safe recruitment policy, in accordance with the safer recruitment requirements set out in Keeping children safe in education, and has the skills and authority to effectively carry out this role**

**3.2 Monitoring visits are carried out unannounced. They include:**

- **conversations with children, the senior management team and staff;**
- **conversations with social workers where relevant;**
- **conversations with parents/carers where relevant;**
- **checks on the school's records of attendance, complaints, sanctions, bullying, restraint (including restrictive interventions), risk assessments, and where they exist, individual care plans for children including in relation to residential provision;**
- **evaluation of the quality of the provision and effectiveness of the care provided to children and whether they are safeguarded;**
- **assessment of the suitability and physical condition of the building, furniture and equipment of the residential provision and the external environment.**

**3.3 Written reports of all monitoring visits are provided to the headteacher (or school equivalent) and where applicable the governing body, trust, or proprietor.**

- **Reports are also provided to each member of that body (or the appropriate committee of that body) within two weeks and as written by the visitor without amendment or summary. The governing body, trustees, or proprietor of the school should record a formal response to each written report.**
- **Monitoring reports and formal responses should be retained by the school and made available during an inspection and, on request, shared with any placing authorities and with the local authority where the school is located.**

**3.4 The headteacher (or school equivalent), governing body, trustees, or proprietor carry out, and record in writing, once each year: a review of the operation and resourcing of the school's welfare provision for residential pupils, in relation to:**

- **its Statement of Purpose;**
- **its staffing policy;**
- **the placement plans for individual children; and**
- **an internal assessment of its compliance with these standards and**
- **actions it will undertake to ensure compliance.**

### Introduction and Context for this visit

Southview School is a 3-19 day special school for Physically and Neurologically Impaired (PNI) children, and students are situated in a modern, inclusive and accessible building in Witham. The school are part of the Hope Learning Community, and work alongside two other schools, Market Field School, Chatten Free School and Lexden Springs School. There is also a satellite Market Field College based in Clacton. We have opened our college site, just adjacent to the main school building. The college site houses our college and key stage 4 classes, as well as our hydrotherapy pool. All three schools work collaboratively together and there is a strong culture of mutual support and sharing of expertise. The school is unique in Essex Local Authority as the only special school exclusively for PNI children and students. Southview School is staffed by a highly skilled and dedicated team of teachers, support staff and therapists who work holistically and collaboratively to provide a high quality learning experience for all children and students.

Southview School strive to create a happy school where children feel safe and are confident to 'give things a go'. The drive to see a relaxed atmosphere is balanced against the statement that they really do work the children hard! Ofsted commented (when visited in September '22) that 'Southview School is a thriving, joyous place to learn. Pupils are inspirational, happy and delightful to speak with'. The school are experienced in using a wide variety of equipment and technologies to support children and students, enhancing their experiences and keeping them safe. Southview is a school that values standards and achievement and they are extremely proud of all that goes on at the school. Southview Educational Residential Provision ('The View') occupies the top floor of a purpose built building in Witham, adjacent to the main school in Conrad Road. The building has been specifically designed to accommodate all of the students' needs, and to make it the perfect place for the students to thrive and enjoy a wonderful residential experience.

The main aim of The View is to support individual students with a bespoke package which enables them to develop skills in preparation for their next steps and to become a confident and responsible member of our society. The View has been designed as an education intervention, to support broad targets and to work with the specific needs and requirements of all students. A placement at The View is designed to provide early intervention enabling students to develop individual skills, promote change, build confidence and open up more opportunities for their future. The model is deeply rooted in making progress that is meaningful for the students and their families by supporting them to have greater autonomy and gain confidence to influence and shape the future with their children. Families are to be supported to work with and understand future provisions and other providers, and to receive specialist advice. There is a commitment to enable the voices of all stakeholders to be heard and recognised.

As of September 2025, the building is fully operational and occupancy is determined each term based upon pupil need and the staffing situation. The numbers that board each term is based upon a medium term plan for the academic year that is designed to expand access to school pupils in a way that enables some boarders to have return visits at times that suit their short, and then longer term needs based on a school wide strategy. This term saw me visit on a Tuesday afternoon early in the second term of the year. It was explained that the View is currently supporting boarding for a cohort of five, with three boarders continuing stays from term 1 of this year, one returning for a second stay, and one new resident. I was able to spend time alongside three boarders in this visit, as detailed lower in this report. The visit saw me conduct another extensive consultation with the Head of Care, review care plans/risk assessments and undertake all aspects of the Mandatory Checks required of a Standard 3 visit. I also spent time with boarders and staff together over dinner, have reviewed a wide range of sources of evidence related to the preparations for the coming Ofsted Inspection, and spent time with a Senior Staff Member as a means to prepare her for the coming Inspection. In the days that followed the visit I spoke to the parents of the two recent arrivals in boarding, and also undertook a consultation call with the most recently employed staff members at the View (as agreed after the term 1 visit).

### Areas requiring action from previous visit

| Action Point from Previous Visit                                                                                                                                                                                                       | Provider's Response and Verification in this visit                                                                              |
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| <b><u>Staff Induction Processes and Reflection</u></b><br>For the Head of Care to establish the staff rota for next term and support the next Standard 3 visit to include a consultation with the most recently started staff members. | This took place in the days following the visit. The details are contained lower down this report in the consultations section. |

#### **Overall response from the key Leaders related to the above:**

Head of Care: Thank you for visiting us Mark and I'm glad we got to go through our new development plan for the year. The feedback given by both sets of parents shows that what we are achieving with our students at The View, is working. Working alongside the parents and School is a pivotal part of our journey with our students in achieving their targets. Thanks again Mark and we look forward to seeing you next half term.

Headteacher: Thank you Mark. We have had a very compliance based period of time with The View recently and evidence to support this will be made available to our inspector. It is encouraging to see all the high standards and positive experiences for our students and families are acknowledged and we have plans to take these even further.

Governor Feedback: Thank you Mark, Just echoing on what George and Julian mentioned about The View, It is really positive to see the development of The View and the progress shown by feedback from parents.

#### **Evaluation by Independent Visitor after this visit**

This visit illustrated that the Head of Care has taken on board a wide range of means to prepare for the coming OFSTED and marshalled the feedback recently received in the internal review process from the Trust staff and school senior leadership. It is my view that his work in this area has prepared the team and the systems in place well for this event. I wish all well when the inspection takes place.

### Mandatory Areas for Standard 3

| Topic                                                                               | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Records of attendance/ exclusion/ missing episodes 20.9</b>                      | The Head of Care explained that none of the boarders have been missing or excluded from boarding since my last visit in term 1. The attendance at school for each current boarder since my last Standard 3 visit is averaged at 97%, which is very healthy as an indicator of impact and increased from the numbers shared in the last visit.                                                                                                            |
| <b>Complaints 19.1, 19.2, 19.3</b>                                                  | Once again, it is my view that the high quality detailed planning that takes place to support boarders makes the likelihood of complaints very low. There have been no complaints since my last visit in term 1, and the parent feedback that I received as part of this visit very much verifies this, especially related to preparation for boarding from the new parent, and the rationale for a repeated stay from the other parent that I spoke to. |
| <b>Sanctions/ Consequences 20.6</b>                                                 | During this Standard 3 visit I once again enquired about this aspect of monitoring, and it was confirmed that there have been none take place since term 1.                                                                                                                                                                                                                                                                                              |
| <b>Restraint (including restrictive interventions) 20.3, 20.4, 20.5, 20.6, 20.7</b> | The care and support in place at The View is the product of careful information gathering prior to residential stays and clear target setting that is recorded, reviewed and updated often and fully. The circumstances where a restraint will be required are very unlikely based upon the planning that takes place. There continue to have been none at all since The View opened.                                                                    |

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| <b>Placement Plans</b><br>7.2<br><br><b>Risk Assessments</b><br>Appendix B (11,16) | During this visit I examined a sample of the boarders' plans, with a key focus being the recently started/returning boarders. There is evidence of strong planning in place, and the gathering of accurate detail underpins the target work for all boarders. I cross referenced this process with boarders that I spoke to in my visit, the parents that I spoke to, and the staff consultations that took place as part of this visit as well. The Senior Care staff explained her involvement and the Staff that work with the boarders had a clear understanding of the targets they work towards, as well as changes as two weekly reviews take place. Finally, the boarders themselves that I spent time with each explained how they felt they are doing in relation to making progress towards these targets when I spoke to them in the evening that I shared time with them at dinner. The system has a clear process to support progress that I feel joined up very well as a result of my triangulation. |
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### How well Children and Young People are Safeguarded.

During this visit the Head of Care explained that there have been no safeguarding concerns related to the current boarders since my last visit in term 1. The details shared illustrated that there have been updates to the way safeguarding pre-checks for boarders are undertaken, cross-referenced in CPOMS and recorded related to the last OFSTED Inspection, and I remain of the opinion that safeguarding underpins everything that takes place at Southview. I have no concerns from my perspective as Independent Visitor after this visit.

### Suitability of the building, furnishings & external environment.

During this visit I undertook a tour of the Residential setup again, and it has seen a refresh in several areas, but retains its newness and meticulous finish. The Head of Care pointed out the now finished new canvases of the boarders and 'Welcome' frame containing the original design for the logo of The View that was designed by pupils. The Head of Care also showed me other adaptations as detailed here:

- A new 'Tree' display that explains that at The View all boarders 'grow together'. This is a very positive element and aspirational for the boarders.
- Repositioned posters of the Independent Person and Independent Visitor for boarders to see.
- New fish tanks in both lounges, with the lounge 2 tank now filled with fish that have been named by boarders. The second tank is set to have the same approach taken.
- There is a suggestion box in a prominent place in the entrance hall that boarders are all aware of.
- A 'Thank you' poster from a former boarder that has left The View. This is a lovely and personal touch.
- The 'Diamond Model' is detailed, along with a display that captures achievements of the boarders in The View. This will be added to the larger display as well.
- There is a newly populated 'Physio Room' in an empty bedroom. This is utilised in the day and the evening.
- Lounge 1 has added lower access games and toys for wheelchair users, arts and craft materials, a new toybox, new updated photo gallery.
- Lounge 2 has been redesigned to be more adaptable, open plan and accessible for boarders.

The general aim, following the recent internal review, has been to give The View a homelier feel, without taking away the high quality and accessible feel that is needed to support the cohort.

### Thematic Areas

| Standard/SCCIF Reference | Evidence / Observation         |
|--------------------------|--------------------------------|
|                          | None undertaken in this visit. |

### Consultations Supporting this Visit.

Under Standard 3 this is stated as meaning that conversations with children, senior management team, staff and parents/carers and social workers, where relevant.

**Consultation with the Head of Care:** This visit saw me meet with the Head of Care and our discussion was as detailed here:

- **Newest Starters meeting:** In the last visit that I undertook I sought to arrange a consultation with two staff that began this year. As they were not on shift in the period of this visit I agreed to consultation in the days that followed this visit. This is detailed below.
- **OFSTED Readiness:** The Head of Care explained that since the Summer 'Ofsted Readiness' audit that was undertaken, and supplemented with a second recent internal review of the operation of The View, there have been additional elements brought to bear that have been intended to ensure that the service is ready for the coming inspection. During this visit the following elements were explained and showcased with evidence:
- **Updated Development Plan:** This document was shared during this visit and I have reviewed it as part of this term's work. The plan covers ground as are felt to be current priorities for improvement, based on recent feedback and internal quality assurance processes: Gain greater group student feedback, Start the after school club provision, Improve the residential environment, Improve staff capability to support staff through training and qualifications, Create action plans for staff qualifications, Increase social interactions outside of the residential setting, Increase technology available in the setting, Recruitment of two new staff members.
- The plan has a clear structure connecting success criteria to evidence held and a clarity of expectation related to timelines for the improvements to be added. In my view, it is a useful and comprehensive working document that is helpful in supporting the staff to ensure the prevailing attitude of open and honest reflection. This is supportive of an approach to improvement that sees it as a constant process.
- **NMS Evidence Folder:** This was considered in the visit, and the Head of Care showcased how all standards are reflected upon in terms of the requirements of standard 3.4 for this to be at least annual. Once again, this is a live document that illustrates that there is a clarity of self-evaluation endemic in the staff team. This supports healthy reflection and links to the development plan in an impressive fashion to illustrate provable work with impact.
- **Inspectors' Pack:** This was also shared with me during this visit and I am happy to confirm that there are fulsome documents that illustrate compliance with wide areas of requirement (annex a, contacts, full details of the organisation of The View. We discussed the suggestions that were left in the last inspection related to safeguarding processes, and it was clear that the actions taken have been considered carefully and are captured in this pack.
- **Service Records and Monitoring Audits:** The Head of Care showed me a thorough record of regular checks that are in place related to Health and Safety elements and other elements. This includes a thorough log of expectations in terms of paperwork, targets, and is divided in a means to underpin self-evaluation in lots of ways (staffing, setting, leadership, students). This is a further illustration of attention to detail that is very strong practice.
- **Visitor Folder:** This is a very useful document that is also available for all visitors to The View that captures the aims and premise behind what takes place.

- Independent Person Notes and Governors' Visit Notes: This folder details recent visits to The View from the two key individuals that regularly visit (other than my role of course). These contain strong and detailed reflections upon these visits and capture the scrutiny that takes place very well. There is a wraparound element to this external and internal scrutiny that means the staff are used to support and appropriate challenge. This translates into an open and transparent readiness to receive feedback and scrutiny. This itself is leading, in my view, to a thoughtful staff body that is always keen to accept advice and enjoys showing what are considerable strengths.
- Staff Meeting Notes: There are detailed records held that are followed up from meeting to meeting. This is a nice addition that can showcase continuity of care and support, link student and staff feedback to ongoing maintenance and improvement of standards. Another key way that high aspirations are demonstrated.
- Children's meetings: There are now meetings taking place in The View for boarders on a regular basis. Seeing these develop into a reflective tool that captures boarders' voice, and demonstrating how this is followed up is a great addition to processes.

It is my considered view that the Head of Care and staff team have a wide range of ways that they are able to demonstrate the high quality of the work that takes place at the View. I am confident that the meticulous collation of these sources of evidence provide a detailed exposition of the underpinning principles that The View stand for, and capture the high level of professionalism and quality work that takes place. I feel The View is well prepared for its next visit from OFSTED and they should feel confident about the work they do.

**Consultation with Senior Residential Worker:** During this visit I met with a senior staff member that was on shift and discussed a range of areas as detailed here:

- Induction as a Senior was a thorough process and the training to achieve the Level 3 Qualification has been positive. The staff member expressed the view that a lot has been learned.
- This has led to the capacity to support other staff in their induction and training, as well as in the general day to day work undertaken at The View. Staff training compliance has been supported, as well as signposting resources and giving advice. It is clear that this is an area of the job that is enjoyed, and helps to create a positive mutually supportive ethos.
- When discussing individual boarders, it was clear to me that the Senior has a strong understanding of the needs each has, and also that the reviews that take place fortnightly are undertaken well, and have strong oversight.
- We discussed one boarder at length and it was clear that there is strong collaboration with the family ongoing related to agreed targets. This triangulates well with the intentions stated by the Head of Care, and is verified by the parent – whom I spoke to as part of the consultations below. It is equally clear that there is contact with families most days. This is strong practice and I have no concerns.
- The Senior detailed processes whereby staff collaborate and discuss plans for each week openly. This connects well to targets for boarders and sees some roles and jobs assigned to boarders in line with targets.
- As a final discussion point we considered the 'Diamond Model' approach and it is clear it is well understood by staff, providing a clear framework for boarders' development. I asked the Senior to reflect how well understood it is by boarders and this was considered thoughtfully. It may become a feature of reflection in the coming weeks.

It is my view that the Senior Staff member that I met has a strong understanding of systems and processes, knows the boarders very well, has a great relationship with families and is reflective over practice at all times.

**Time spent with boarders and staff\*:** During this visit I sat in as the staff and boarders ate dinner together (Tacos). The atmosphere was very happy, and the boarders were all chatty. They had just completed their fortnightly reviews over their targets and were happy to express their feelings on how they have been doing. I was very impressed with the open way they shared the details and reflected maturely. The group were happy in each other's company, and alongside staff there was a true feeling of homeliness akin to a big family dinner. Boarders feel at home in the View, and very comfortable with the staff and surroundings.

**Parental Consultation Calls:** In the days following this visit I spoke to the parents of 2 boarders. One is a returning boarder accessing The View for the second time, and the second is a very recent starter that has not boarded before. Their reflections are as follows:

- The returning boarder's parent explained that the Head of Care had offered a second stay after the boarder had thrived in the first one, but then it was felt that a repeat would be beneficial as the boarder has reached a key stage in puberty and is experiencing change in a number of ways.
- The parent explained that independence skills and personal care are key areas of focus presently (a point reinforced by the boarder when I met them in the consultation above\*).
- The parent reflected that the boarder is doing very well so far, and that the boarder spending time with other adults is good for them both and has seen positive reflections at the weekend and a continuance of a number of systems that are in use in The View. A checklist approach was cited related to personal care and this is a very positive development.
- Shared processes across the home environment and The View were discussed and it is clear that this is having a positive impact at home.
- The parent reflected upon strong communication and a growing feeling of collaboration for the central benefit of the boarder, who has shared the fact that they are helping others settle into The View as a form of mentor support.
- The parent concluded that they could not be happier with the progress that is evident and had no concerns at all.
- The newly started boarder's parent explained that the boarder is accessing one night per week at present and is starting to develop greater confidence in boarding. This is the first time something like this has been attempted and there has been a degree of anxiety to overcome, but the help and support of the boarders' peers was cited as being important in this, as well as the strong support and communications from the staff at The View.
- This parent echoed the last parent's comments related to collaboration and constancy of processes and support at home and in The View. This has enabled a social story approach to be used and this has given the boarder choice, and significantly helped with anxiety reduction.
- The parent is happy with progress so far, commented upon the helpful nature of the Class Dojo photos and information, and has no concerns at all.

The parents that I spoke to in this visit have been full of praise for the processes and support in place. They see The View as a great help and the clear collaborations between staff and families are having a strong impact.

**Remote meeting Consultation with 2 x Staff (RSWs) in the days following the visit:**

I met remotely with 2 staff that joined The View in September 2025, and they explained the following views about working in The View:

- The recruitment and interview was described as thorough and it was clear from the staff's reflections that there was a detailed examination of their experience and skills prior to appointment. It was clear that their very different experiences bring a different perspective to the work in The View, with one



having worked in adults' residential care, and the other being far less experienced, but both feel that their capacity to support the boarders was made plain.

- The staff both expressed the fact that the induction process (still ongoing) has been wide-ranging and comprehensive. They have had a lot of chances to build a clear picture of how The View's processes work, spending time in school and with a range of staff. This has helped a great deal in settling in.
- The staff both stated that they support all boarders collectively, and that through reading the care plans and being kept up to date with reviews that take place in the two weekly review processes, they have a clear understanding of the targets the boarders are working towards. This is added to by the house meetings that take place and see the boarders' views captured. They both feel there is good communication between staff in The View.
- Both very much enjoy the work, and stated that they have seen some very significant changes in some of the boarders' skills in the time they have been working at The View. This is a solid validation of the power of the residential setup based on the detail they shared with me. It is clear they know the boarders well.
- They both stated that they feel well supported to do their jobs and feel they can ask any support questions they feel the need to without worrying about it. This is a positive feature of the consultation.
- In terms of any areas that could be enhanced, the staff felt that some aspects of the collaboration with classroom staff could be more integrated.

Overall this was a very positive consultation and the staff feel they make a difference in their roles, and feel valued by the organisation.

### Summary of Visit and Quality of Provision

My main takeaway from this visit was the fact that The View is generally well-prepared for the coming visit of OFSTED, and that boarders are well supported by the staff and the systems in place. The care in place remains strong, and the triangulated feedback from a range of staff and the parents, as well as the boarders themselves, demonstrated a co-ordinated approach that sees progress made, and evidenced well. I feel that the staff are ready and happy to share the hard work that they all do.

My thanks to all boarders, staff and parents that I spent time with and talking to in this visit, and for their continuing warm welcome and support in gathering the evidence to evaluate the work being done and I wish everyone well.

**Name: Mark Goode**

**Date: 18/11/2025**

### RECOMMENDATIONS AND/OR RESPONSE FOR THIS VISIT

| Actions                                                                                                                                                                                                                                                                                      | Comments from Provider | Expected Completion Date |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------|
| <p><b><u>Staff and Data regarding Impact over time</u></b></p> <p>It was suggested that the Head of Care share the accruing 'Impact over time' data with the Staff team to demonstrate lasting impact and illustrate how their work is seeing lasting change for the boarders evidenced.</p> |                        |                          |
| <p><b><u>SCCIF (Outstanding Criteria): The overall experiences and progress of children</u></b></p>                                                                                                                                                                                          |                        |                          |

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| Research-informed practice, some of which may be innovative, continues to develop from a strong and confident base, making an exceptional difference to children's experiences and progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
| <p><b><u>Impact upon leavers' skills</u></b></p> <p>I suggested that the calls that have been made, and the visits made to The View by leavers (that were shared with me in the visit) could be gathered together as further evidence of the impact of The View in terms of skills for life and preparation for adulthood.</p> <p><b><u>SCCIF (Outstanding Criteria): The overall experiences and progress of children</u></b></p> <p>Professional practice consistently exceeds the standard of good and results in sustained improvement to the lives of children. Professional practice responds positively to children's complex and changing needs. There are examples of excellent practice that are worth sharing widely.</p> |  |  |
| <b>Head of Residential Care's Comments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| <p>Thank you Mark for a very in-depth report around areas speaking to both my senior staff and my two new staff members. By what they were talking to you about The View, it shows that they are all greatly invested in our ethos and are giving our students the best support possible. It was also good to show you all of our monitoring documents that have been used for both weekly and termly checks. I feel that this would be good evidence to show Ofsted to go along with the Standards evidence folder. It was also nice to show you all the hard work the team has put in since our development plan was updated with some fresh ideas.</p> <p>Hope you have a great Christmas Mark and see you in the new year.</p>   |  |  |
| <b>Name: George Walklett</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
| <b>Date: 20.11.25</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |

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| <b>Head Teachers' Comments</b>                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| <p>Thank you Mark for the detail around the report. It is encouraging to read the positive interaction with the senior and your positive comments following that discussion. I was confident that would be the case, but confirmation is always reassuring! This is key as if our inspection takes place during George's paternity leave, as the seniors will play a key role alongside me and Carol.</p> |  |  |
| <b>Name: Julian Cochrane</b>                                                                                                                                                                                                                                                                                                                                                                              |  |  |
| <b>Date:</b>                                                                                                                                                                                                                                                                                                                                                                                              |  |  |

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| <b>Formal Response from the governing body, trustees, or proprietor of the school</b>                                                                                                                                                                                                                                                                                                                                                                         |  |  |
| <p>Thank you Mark for another detailed report and again very reassured by your feedback following your conversations with staff of all levels. I am so pleased to hear the comments of parents and how they can see such a marked improvement in their child's life skill abilities following periods of boarding in the View. Like you every visit I make I find both students and staff smiling, happy and contented and that in itself speaks volumes.</p> |  |  |
| <b>Name: David Beardwell</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |
| <b>Date: 20/11/25</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |