Standard 3 Visit

Name of Service	**Southview School – 'The View'**
Date of previous visit	**09/07/2026**
Date of this visit	**06/10/2026**
Standard 3 Visitor	**Mark Goode**
Time of visit	**08.30 – 10.30**
Visit Supported by	**George Walklett – Head of Care**

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 morning in the middle of the first half term of the school year. I was greeted by the Head of Care and he informed me that the current boarding cohort consists of 5 boarders that have all stayed beforehand and are therefore familiar with processes and structures. Most are set to remain in the boarding provision until the Christmas break and as such my evaluations are based upon this context. The Head of Care informed me that there have been no staff changes since my last visit and that the staffing is still set up in the same fashion. The stability that this is bringing is a feature that I have commented upon in the body of this report. This visit saw me review all former discussion points, and updates related to recent and coming events in an extended consultation with the Head of Care, as well as covering all mandatory checks that are required of a Standard 3 visit. I also spent time touring The View, and spent time alongside staff and the 4 attending boarders that were in the service prior to leaving for the school day. In the days following the visit I reached out to a number of parents of boarders to capture their views on the service. These details are also incorporated in the report.

Areas requiring action from previous visit	
Action Point from Previous Visit	**Provider's Response and Verification in this visit**
Updating of Evaluation Documents For the documents that exist related to self-evaluation to be checked against the most recent versions available and for all evidence to be aligned suitably.	The Head of Care and I reviewed the documentation in place and we discussed coming review processes that are supporting the service as the likely OFSTED Inspection approaches – possible by the Christmas break.
Impact Evidence Gathering For the Head of Care to be prepared to share progress in the use of 'Earwig' to demonstrate progress evidence into the next academic year when I visit.	The Head of Care and I covered this ground when discussing ongoing systems development and he showcased 'Earwig' through a consultative approach where I asked key questions. The shared content was impressive and the detail is contained in the consultations section below.

Overall response from the key Leaders related to the above:

Head of Care: Thanks for visiting us Mark and putting some great feedback into the report. The report really highlights the hard work my staff are putting in to make The View a fantastic place for the students to stay and learn. We are working hard to always make sure The View is developing and getting better for our students and finding ways to do all of this. I was happy to show these plans to Mark and share my aspirations for The View for the coming year.

Headteacher and Governing Body: Thank you Mark again for your detailed analysis of a provision we are all very proud of. We will be working on Ofsted preparation when we return in September to enable us to showcase all the excellent practice you have identified. The View is very much the jewel in the crown of what we offer our students, but with any provision, it is only as good as the people who work in it. I would like to recognise George and the team's role in achieving all of this – a great deal to be proud of this year.

Thank you Mark for another very positive report. It is a pleasure to see the students thriving so well in all areas and this I know is a reflection of all the hard work that is put in from everybody involved with and in The View. Well done all.

Evaluation by Independent Visitor after this visit:
After this visit, it is my view that the comments above have been built upon in a strategic and creative fashion based on the details shared in this visit. I commend all leaders for their determination to build upon the strengths in the service and retaining an approach that continues to place the needs of boarders at the centre of developments. I illustrate how this is operating in practice in the sections below in this report.

Mandatory Areas for Standard 3	
Topic	**Comments**
Records of attendance/ exclusion/ missing episodes 20.9	The Head of Care explained that none of the boarders have been missing or excluded from boarding since my last visit in term 6 of last academic year. The attendance at school for each current boarder since my last Standard 3 visit is averaged at 90.86%, which is very healthy as an indicator of impact and contains 3 boarders with 100% attendance. Authorised absence for the group averages at 9.18% (with 3 at 0%) and there has been no unauthorised absence at all.
Complaints 19.1, 19.2, 19.3	During the period that I spent with the boarders and staff I was, once again, extremely impressed with the confident nature of communication and the calm energy emanating from boarders and staff. The boarders were all very happily

	engaging and calm. I consider this to be a key reason that complaints are extremely rare. There have been none since my last visit in term 6 of last academic year. There is an ongoing dialogue taking place for one boarder related to a health need – but the Head of Care is heavily involved and making solid records of the narrative that shows suitable and careful management.
Sanctions/ Consequences 20.6	During this Standard 3 visit I once again enquired about this aspect of monitoring. There have been no consequences or sanctions required since the date of my last visit in term 6 of last academic year. Needs were being met very well during the visit, and interactions were very positive.
Restraint (including restrictive interventions) 20.3, 20.4, 20.5, 20.6, 20.7	The care and support in place at The View continues to be the product of extremely careful information gathering prior to residential stays and clear target setting that is recorded, reviewed and updated often and fully. Restraints are therefore very unlikely. There continue to have been none at all at The View since inception.
Placement Plans 7.2 **Risk Assessments** Appendix B (11,16)	During this visit I scrutinised the targets for each boarder and noted that they have all been set in ways that encourage bespoke growth against the areas of focus for each boarder. These have all moved forward now that the boarders are in extended and repeated stays and are connected closely to EHCP outcomes. The Head of Care also showcased how the 'Earwig' system is becoming embedded – showing me several boarders' plans in the course of the visit. This illustrated clear connections between updated targets and plans that see evidence central to reporting and regular reviews. I am increasingly impressed with the way technology is helping to demonstrate the impact of these plans upon the work undertaken in a very innovative fashion.

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 or previous boarders since my last visit in term 6 of last academic year. The pre-visit information gathering that includes detailed checks in CPOMS that are then acted upon as needed for all boarders continue. I continue to have no concerns from my perspective as Independent Visitor after this visit. The Head of Care also explained how a recent approach from a parent, whilst not a complaint, has seen updates into the system for reassurance of processes. This reflects the application of a high standards in my view.

Suitability of the building, furnishings & external environment.

During this visit I undertook a tour of the Residential setup once again, and noted the high quality decorative order throughout remains an impressive feature of the service. The Head of Care pointed out updated features throughout and I made the following observations:

- There is a detailed display that illustrates the 6 component parts of the diamond model in practice through images of the boarders engaged in activities.
- Both lounge areas are well used and extremely well maintained.
- A physio space in a room is well used and sees strong support for boarders in terms of help for ongoing physical needs. I have covered this in more detail in the consultations section below.
- New specialist baths are set to be fitted very soon after collaboration with another school.

I continue to feel that The View is a very homely place to spend time and as such that it is fit for its stated purpose. The boarders feel at home and have access to all elements, but are also very well supported by the sensible layout and strong support in place. The Head of Care explained that use of more space is set to happen as this year passes.

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:

- **Preparation for imminent OFSTED Inspection**
  The Head of Care explained that there is soon to be a review process to verify the quality in the residential service whereby Senior Leaders will evaluate the status against the expectations. These are set high and the process will look at the readiness. The Head of Care detailed a range of areas (as explained below), that illustrate how standards have been maintained and built upon. My main takeaways from what was shared were that the Head of Care has shown that stable staffing and a degree of innovation have enabled me to see development, built upon stability and clarity of roles. This means that I consider what I have seen as strong evidence of both readiness to be inspected, and determination to remain pushing onwards and upwards in terms of standards of care for boarders at all times.

- **Presentation of Boarders this term, and developments 2026-27:** Progress over time for the boarders that are currently attending the service is clear in my view. The Head of Care demonstrated how targets have moved on, and the boarders that I spoke to all stated the key areas that they are working on. The link between 'Earwig' and live evidence recording towards targets is a growing strength and was demonstrated ably by the Head of Care in this visit. It was clear that all current boarders have sections in the Earwig setup where targets for boarding are held discreet from time in school. This enables all progress made to be seen, evidenced, connected to EHCP outcome reviews and cross-referenced to two weekly reviews as well. I consider this to be very strong work and clear evidence of moving forward from an already strong position to higher standards. It is also a key strength that other residential staff are adept at the use of this system, a point that can also be shared at inspection and is clearly connected to staff development (in the development plan).

- The Head of Care also stated that the boarders for the year are known and planned for, and that detailed care planning has begun for those attending after Christmas. The filing system was shared and it is clear to me that the Head of Care is very much on top of this. This will be strong evidence to showcase to OFSTED in my view.

- **Onward Support for Leavers and tours for prospective new boarders:**
- The Head of Care explained that he has reached out to arrange visits to two leavers from last year – one in supported living, and another at a college provider. Tours for new boarders in the summer term went well, with lots shown around and better conversations and interactions possible compared to an open evening approach.

- **The View's Improvement Plan, NMS review and SCCIF auditing:** The additional elements of review that I suggested in my last visit are all in review. The SCCIF and NMS audit processes seem set to follow more formally after the coming review of the service by Senior Leaders. The termly reviews by the Head of Care are also filled with strong evidence of recent efforts to ensure standards are monitored constantly.

- The Development plan was reviewed in the course of the visit and it was clear that significant work has been added to related to the following areas:
    - Supporting leavers towards destinations has evolved, as has follow up after leaving.
    - Opportunities to socialise outside of Southview are in clear evidence (a local external Sensory Gym is being visited soon, and boarders have also experienced bowling, youth club and shopping. The evidence for these are set to be in Earwig and in the boarders' plans.
    - Staff skillsets are being developed through targeted training in physical support and exercise for each boarder from the dedicated in house physio team. This is set to help boarders in their own time to develop their own exercise habits. 2 Senior Staff are also engaging in additional targeted training in Mental Health Well-Being and Understanding Autism.
    - The increased use of technology in the setting is clearly evident through the use of Earwig (that was shown to me in regard to reviewing evidence of progress made). I also noted staff and boarders using devices together over breakfast.

Time spent with boarders and staff: During this visit I spent time in The View alongside the boarders that were present and the staff as the breakfast period moved towards the start of the school day. The boarders that I met all acknowledged me and greeted me warmly as I have got to know them all in previous visits. There was a genuine feeling of greater confidence in their communication with me and they all explained their feelings and current targets very well.

The Head of Care had given me details for all of current positions and targets and I noted them all being very comfortable and engaging well with staff in the period I spent with them. It is my view that the repeated stays in The View are seeing progress that is evident and, crucially, obviously expressed by the boarders. This is a significant achievement and it is clear that the method of self-reflection and involving all boarders is seeing their abilities and confidence increase over time.

All that I met were very happy to engage, yet also clearly focussed on being ready for school, and they went on their way happily, as a result of clear expectations and regular systems being in place for them. This included a period of regulation in a bedroom for one, another gathering his things in his room, and two engaging in a pre-school Maths session with staff.

Parental Consultation Calls:
In the days following the visit I reached out to gather the views of two parents of boarders that are accessing the View presently. By the time of the completion of this report I have been able to speak to one and they shared the fact that the boarder is in his second stay in the View, having enjoyed a period of boarding last academic year.

This period of boarding began with a few areas that required back and forth with staff to ensure care was as needed after changes, and whilst this was something of a frustration for a short period, the issues have been resolved well in the eyes of the parent. The boarder enjoys the time he spends in the View and the staff communication and keeping in touch over events and progress was described as excellent when I asked.

The parent also explained that the boarder is in the last year of their time at Southview and planning for the next phase of his journey has begun. It is clear that at the correct time, there is a strong sense of collaboration that will be available to support this process.

Summary of Visit and Quality of Provision
This visit once again demonstrated that leaders and staff at The View are continuing to build upon very strong foundations with the work they are doing. In my opinion, The View remains a service that has a very high level impact for all that are lucky enough to be supported by it. The highest of standards remain in evidence, and there has been innovation undertaken as the coming internal review has been approaching in a range of ways. The Head of Care remains determined to build further upon the strong foundations and I am looking forward to my next visit and supporting the service as it continues to move forward through the year.
Name: Mark Goode **Date: 09/10/26**

RECOMMENDATIONS AND/OR RESPONSE FOR THIS VISIT		
Actions	**Comments from Provider**	**Expected Completion Date**
<u>Advance Preparation for incoming boarders</u> For staff to continue processes in place to develop readiness for the cohorts that are set to begin boarding soon in a way that is captured in evidence that can be shared. **<u>SCCIF (Outstanding Criteria): The overall experiences and progress of children</u>** 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.		
<u>Reflection and self-improvement</u> For Leaders to use the imminent internal review process to connect the interweaving strands in the development focus (namely: technology, staff development and making progress visible) and use this to push forwards with developing the service at the highest of standards – as are aspired to. **<u>SCCIF (Outstanding Criteria): The effectiveness of leaders and managers</u>** Leaders and managers are inspirational, confident and ambitious for children and influential in changing the lives of those in their care. Leaders and managers lead by example, innovate and generate creative ideas to sustain the highest quality care for children.		

Head of Residential Care's Comments
Thank you for this report Mark, we are making sure that our development is fundamental for our students and trying new ideas is the best way of developing, along with using ways we already know work with our students. We are constantly trying to find ways to capture all this amazing support my staff team work with the students at The View. We have found the Earwig system really easy to use and it is a very good way of capturing this all. It was good to show you all this Mark and the progress we have made since using Earwig from the beginning (Which wasn't that long ago). Look forward to seeing you again after October Mark.
Name: George Walklett
Date: 21.10.26

Head Teachers' Comments
Thank you, Mark, for another positive and insightful report. We are extremely proud of the continued development of The View and the positive impact it has on our students' confidence, independence and progress. The report recognises the dedication and expertise of George and the residential team, alongside the effective use of Earwig to capture and evidence individual progress. We will continue to build on these strong foundations through reflective practice, staff development and careful preparation for future residential cohorts, ensuring that our students remain at the heart of everything we do. Well done George & the team.
Name: Julian Cochrane
Date: 22.10.26
Formal Response from the governing body, trustees, or proprietor of the school
Thank you Mark for another visit and report which are always a pleasure and reassuring to read. I have spent some time in The View this month talking with Staff and pupils alike and it is heartwarming to see the positive impact the team are having on the pupils and their lives. Well done all involved
Name: David Beardwell
Date: 26.10.26