



Standard 3 Visit

Name of Service	Southview School – ‘The View’
Date of previous visit	26/06/2025
Date of this visit	24/09/2025
Standard 3 Visitor	Mark Goode
Time of visit	13.45 – 16.15
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 we work alongside two other schools, Market Field School and Chatten Free 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.

The View was set to open in 2 phases for the 10 bedrooms. As of September 2025, the building is fully operational and occupancy is determined each term based upon pupil need and the staffing situation is set alongside this. 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 Wednesday afternoon in the fourth week of the school year. It was explained that The View is currently supporting boarding for a cohort of five, and that four have remained in boarding since term 6 of last year. These boarders have been joined by one new resident this term. There is a sixth boarder that is set to join soon after the coming half term break as well. I was able to spend time alongside all boarders in the latter part of this visit, as detailed lower in this report. This 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 during their first evening of a new after school youth club (alongside some day students), and reached out to speak to a selection of parents as well in the days following the visit.

Areas requiring action from previous visit	
Action Point from Previous Visit	Provider's Response and Verification in this visit
<u>Youth Club development</u> For the rationale and development of this feature of the work of The View to be undertaken in a way that I may be able to review in the first visit of 2025-26.	<u>Verification in this visit</u> This visit saw me spend time in the new youth club as described below.
<u>OFSTED Readiness Review</u> It is suggested that the results of this, when available, could be used to set up the next phase of development for The View, alongside the ongoing NMS and SCCIF document self-evaluations.	<u>Verification in this visit</u> The term 5 Ofsted readiness review, and a more recent re-review that has also taken place, have both been reviewed as a part of this visit and are detailed lower in this report.
<u>Overall response from the key Leaders related to the above:</u> <u>Head of Care:</u> Thank you for your report Mark, it was nice for you to meet the students whilst they were in lessons in College and for you to see how we work together with the College at The View. Again, the feedback from parents reassures me that The View is working in partnership with the parents to help our students achieve the best outcomes from their stay at The View. <u>Headteacher:</u> Thank you, Mark, for another thorough and insightful report. It is reassuring to see continued recognition of the impact that 'The View' is having on our boarders, particularly the high levels of engagement, personal development, and family satisfaction. The positive feedback from students and parents, alongside the strong evidence of detailed planning and safeguarding, speaks volumes about the dedication of our care and education teams. We look forward to building on this progress, and will be tightening aspects of administrative practice following our recent 'Ofsted ready' review. <u>Governor Feedback:</u> Thank you for your report Mark. Again very pleased to hear the parental feedback and the positive effect The View is having on the children. I visited the View on the 2nd July and spent some time with the Students and staff – the students were all happy and I have to say very content, and in response to a question to one student on "what they felt could make the View any better for them" the reply, after some thought was "nothing I can think of". I was also impressed by the amount of activities the students have the option to participate in on a daily basis. <u>Evaluation by Independent Visitor after this visit</u> This visit illustrated that the processes of reflection and the 'Ofsted Readiness' reviews are informing adjustments in the way The View works and are seeing additional layers of assurance in terms of systemic strength added.	
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 year. The attendance at school for each current boarder since my last Standard 3 visit is averaged at 93.43%, which is very healthy as an indicator of impact.
Complaints 19.1, 19.2, 19.3	Once again, it is my view that the extremely 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 6, and the parent feedback that I received as part of this visit very much verifies this. The Head of Care shared the fact that a recent suggestion from a resident has seen adaptations to breakfast as well. This is a further example of strong practice and supporting the wishes of boarders.

Sanctions/ Consequences 20.6	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 6.
Restraint (including restrictive interventions) 20.3, 20.4, 20.5, 20.6, 20.7	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 as needed. 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.
Placement Plans 7.2 Risk Assessments Appendix B (11,16)	During this visit I examined all of the current boarders' plans as they were provided by the Head of Care. This included a scrutiny of the printed and electronic versions as the live work that takes place regularly means that these are live case studies in many respects. I was once again impressed by the high level of detail in all of them. They are all kept meticulously up to date and meet the needs of the boarders very well. They identify risks in a very comprehensive fashion and support boarders in a bespoke fashion as a result of carefully planned and quality assured work. The Head of Care explained that this process sees Senior Care staff having assumed the lead role in doing these reviews with the boarders. This has seen the high standards that he has set in the period since The View opened cascaded to the staff team in a way that is maintaining standards and growing staff competence and confidence.
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 6 of last year, and that the newest resident has received a full and thorough safeguarding check as part of the set up processes for the care planning work that is undertaken. I remain of the opinion that safeguarding underpins everything that takes place at Southview. The updated processes for HR checks that have been described add to the depth of this work and I have no concerns from my perspective as Independent Visitor after this visit.	

Suitability of the building, furnishings & external environment.	
The Residential setup retains its feeling of newness, and part of the outcome of the recent reviews of the service is seeing the Head of Care adding to the entrance areas with new canvasses of the boarders and a 'Welcome' frame containing the original design for the logo of The View that was designed by pupils. The Head of Care also explained that giving The View a homelier feel is an area of development that he is keen on as well. Lounge 1 has a new arts and crafts/toy storage space, and has seen adaptations to some features to enable use at a lower level for a boarder that needs this (dartboards and TV stands), as well as lounge 2 seeing use as a kitchen in the day, and as a games room. There are plans to add fish tanks to both lounge areas as well.	
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:	
- Recruitment: The Head of Care explained that there have been two new staff begin this academic year. Their start has been a smooth one. Neither of these staff members happened to be on shift in this visit, but I	

agreed, if possible, to undertake a consultation in the next visit, or as soon as I am able to speak to them regarding induction processes and settling in.

- OFSTED Readiness: The Head of Care explained that the Summer 'Ofsted Readiness' audit has seen adjustments to support recruitment processes and employment checks related to the single central record. This now sees a triple checking process in place to ensure no checks or details are missed. This seems likely to incorporate elements such as gaps in employment histories, and I shared some documentation that may be of help in this area. Another adaptation to support OFSTED readiness has seen school staff support in The View adjusted to be in the new Youth Club.
- This has now been supplemented with a fresh re-review of the readiness of The View for Inspection alongside the school's new Assistant Headteacher, who is now line managing the Head of Care. The feedback received was felt to be generally positive, and the Head of Care felt that it captured the progress being made by boarders. There are some new initiatives emerging, including 3 weekly house meetings (that follow reviews of plans with individuals, as well as The View being represented in school council meetings moving forwards). I agreed to review this in my next visit if the Head of Care wishes to receive support related to it.
- Improvement Plan: In the days following this visit, the Head of Care also shared an updated Residential Improvement Plan overview with me that details the following areas being focussed upon in the coming months:
 - 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

There are clear timelines, exact success criteria, and solid references to how evidence will be used to monitor in place that will enable tracking of the progress being made, and as such this is a thorough document that has the power to support targeted development well. I will look to review how this is used in the coming visits alongside the Head of Care.

- Review of Individual Boarders' plans
In addition to the paper folders that are held (and updated when relevant), the Head of Care shared all plans with the most recent 2 weekly review updates contained as part of this visit. All boarders are fully involved and engaged in these reviews (although the boarders' methods of communication do vary). There is clear evidence of progress being made that will be added to the overall evidence of impact that the Head of Care gathers. The targets for each boarder were reviewed and it is clear that they are personalised, although there are common themes and many shared elements. Notably in this visit it was clear that social skills, group working and communication developments are areas that have a lot of crossover. The youth club that I spent time in is a very overt way that these elements are being developed for all boarders.
- Collaborative work alongside Lexden Springs School, and with other support: The Head of Care explained that this process is developing and a meeting is imminent. There are considerations being given to how best share the best practice in both services, and there is a potential shared club that may be pursued.

- Teaching time: The Head of Care explained that there has been a change in his own timetable commitment to see him teaching two classes as a means to prepare them for potential Residential time in the future. This is bridging towards developing social skills and getting used to both the staff and the notion of boarding, and is in my view very forward thinking.

Time spent with Boarders in Class.

This visit saw the boarders move directly from the end of the school day into the first evening of 'Youth Club', in a large classroom space with a number of staff that straddle The View and the main school staff. With it having been a while since my last visit in term 6 of last year, I was pleased to be greeted warmly by a number of the boarders who recognised me and welcomed me into the club. It was made clear to the attendees at the start of the club that this was now 'not school' and that they could choose what they did from a range of available activities.

The club time began with a choice of snacks (distributed by one of the pupils), and through this there was a heavy focus on social interactions (that connected well to targets for all boarders). Each staff member that was present was introduced to all pupils as they arrived and then the pupils all were able to choose what they did. There was a good deal of discussion between myself and several attendees over their favourite football team's recent performance. One boarder collected leaves from outside for the rest to use in an autumn themed activity, as well as there being an awards ceremony that was prepared and presented by a member of the group to all other attendees and staff. The activities available were a quiz, a range of video choices, bingo and spending time in the garden area. As I departed the club it was clear how much social interaction was taking place and that great progress was being made.

Consultations with parents

In the days that followed the visit I reached out to parents of 2 boarders that are in the final year of their time at Southview, and attempted to capture their views after a few weeks of this period of boarding. At the time of the completion of this report I have been able to reach one of these parents:

- The parent explained that this is the second period of boarding for their daughter who is now 17, and that there is one more half term set to take place before the end of the school year.
- The boarder's parent explained that the process has been extremely positive and that there have been significant advances in terms of communication and independence skills that have moved forward since being in The View.
- The parent went on to state that the family view The View as a 'home from home' and that spending time with peers, developing new skills and communication/independence have all come from feeling so safe at both the school, and more recently at The View.
- The boarder has been a pupil at Southview for a long time – some 13 years, and the parent praised all aspects of the school and The View, citing the ethos of the school and college being mirrored in The View, and all of an extremely high standard.
- Related to The View, the parent expressed no concerns, in fact quite the opposite, stating that staff are always available, have a close eye for detail in terms of support and elements such as food intolerances, and that working collaboratively with The View of the boarder's targets at home has seen an acceleration of skills development. This has reached the point where the parent stated that the family's eyes have been opened to what could be possible for the boarder after leaving.
- This can be seen to have supported the family in considering college options that were not always considered possible, and this is a huge testament to the work of the school and The View.

Summary of Visit and Quality of Provision

This visit illustrated once again how the work of The View is having a lasting impact upon the boarders that spend time in it. The care in place is strong, as testified to by the parent feedback, but there is an approach in hand that is seeing innovation and evolution in the systems offered that is adding depth to the experiences for the boarders. The youth club was a prime example of this, but the systemic adaptations are as key in the processes.

My thanks to all boarders and staff for their continuing warm welcome in this visit and I am looking forward to returning next term and continuing our work together.

Name: Mark Goode

Date: 01/10/2025

RECOMMENDATIONS AND/OR RESPONSE FOR THIS VISIT

Actions	Comments from Provider	Expected Completion Date
<u>Staff Induction Processes and Reflection</u> 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. <u>SCCIF (Outstanding Criteria): The effectiveness of leaders and managers</u> Leaders and managers create a culture of aspiration and positivity. They have high expectations of their staff to change and improve the lives of the children they are responsible for.		

Head of Residential Care's Comments

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 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.

Name: George Walklett

Date: 03.10.25

Head Teachers' Comments

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 to plans to take these even further.

Name: Julian Cochrane

Date:

Formal Response from the governing body, trustees, or proprietor of the school

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.

Name: David Beardwell

Date: 06.10.25