



Standard 3 Visit

Name of Service	Southview School – ‘The View’
Date of previous visit	01/05/2024
Date of this visit	18/06/2024
Standard 3 Visitor	Mark Goode
Time of visit	13.30
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 (as of 5th September 2023).

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 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 is set to open in 2 phases for the 10 bedrooms. It was explained that phase 1 will see 5 bedrooms be accommodated for the planned opening (February 2024), and then the opening of the other 5 bedrooms in phase 2 after the first school year around September 2024. As things stood at the start of this visit, the opening of The View took place on Monday 11th March 2024 for 2 residents, and this is the second visit to take place since the opening. This visit took place in the third term of operational status of the Residential Service, in the second week of the last term of the year, and is the third Standard 3 visit that I have undertaken since the opening of the service earlier this year. The Head of Care explained that the current status of the residential service is such that the 4 residents that were attending in term 5 have remained attending and are thriving. They will see their tenure finish at the end of this term. At this time 3 of the boarders will revert to day student status and one will be moving on. Much of the discussion surrounding this is covered in the consultations

section of this report below and concerns supporting sustained independence skills that have been enhanced during the stays at 'The View'.

There have been no staff changes, but the Head of Care also detailed plans for the next cohort of residents (beginning in September) to rise to 6, and that this will mean an increase in staff levels. The implications of this for staffing and working practices is also covered in the consultations section. The Head of Care explained issues surrounding Level 3 staff training as well.

During this visit I undertook an extensive consultation alongside the Head of Care, reviewed a range of paperwork to evaluate progress since the recent visit that I undertook and the subsequent pre-opening visit undertaken by OFSTED. I also spoke to and spent time with the boarders and staff during the residential evening, and made calls to the parents of 2 new boarders that have joined since my first visit in term 4. The details of these discussions are captured in the consultations section below.

Areas requiring action from previous visit

Action Point from Previous Visit	Provider's Response and Verification in this visit
<p><u>NMS review and SCCIF Audit</u> For the Head of Care to progress the review processes related to both of the audits as detailed above and begin working on a development plan that supports the aspirations of the school for 'The View' as the upcoming OFSTED Inspection approaches.</p>	<p><u>Response from the Headteacher</u> All those involved with The View take a great deal of pride in what we have established. I have been a regular visitor to the provision, and keep in touch with those students attending on a very regular basis. All four students report an exceptionally positive experience, and it is clear the impact is being seen in the home environment as well. I have spoken with George about capturing some of the more anecdotal evidence, and there are systems in place to do this. Whilst I will have the overall overview of The View, I have asked Carol to be involved as George's immediate line manager, and I know they have met, and will meet regularly, to aim towards an outstanding judgement in our first inspection.</p> <p><u>Verification in this visit</u> – The Head of Care and I discussed the current situation related to the NMS audit (which is currently with the Headteacher who is preparing the annual review), and the SCCIF (that I scrutinised). The Head of Care also shared a recently written development plan that I have reviewed in the consultations section. An evaluation of this live work is also contained in the consultations section below. The Head of Care also remarked that regular review of all of these processes is underway alongside the Deputy Headteacher.</p>
<p><u>Development of target review processes</u> For the Head of Care to consider how best to ensure a sustainable process for the residential service to provide evidence based feedback over progress made by boarders and capture this evidence for external scrutiny.</p>	<p><u>Response from the Headteacher</u> I am also encouraged to see the close links between school and The View with information being shared between the two settings, and the clear protocols in place to support the need to share safeguarding information appropriately should this be needed.</p> <p><u>Verification in this visit</u> – During this visit I explored the connection between the school and the residential setup in terms of target achievements in residential and liaison related to completion of EHCP targets. We discussed capturing evidence of this key part of the work of The View and this is also covered in the consultations section below.</p>

Mandatory Areas for Standard 3 – Pre-Visit Status or Statement of Intent

Topic	Comments
Records of attendance/ exclusion/ missing episodes 20.9	The Head of Care explained that the current cohort have been attending The View very positively and a review of attendance data revealed that since the last Standard 3 visit in term 5, three of the four residents have attended 100% of the time, with the remaining resident at 97%. This meant 1 evening of absence which they did not want to take but were unwell. There have also been no instances of any resident going missing or being excluded from Residential.
Complaints 19.1, 19.2, 19.3	There have been no examples of complaints related to the Residential setup since my last visit in term 5. The close working collaborations that are captured in the very detailed planning documents illustrate that complaints are very unlikely.
Sanctions 20.6	During this Standard 3 visit I enquired about this aspect, and it was considered unlikely that this would be a feature for these residents (and so it has proved once again). The Head of Care showed me the complaints log and that it has no entries. The time I spent with the residents was really enjoyable and their time is being spent in an enriching family atmosphere where expectations are clear and they feel valued.
Restraint (including restrictive interventions) 20.3, 20.4, 20.5, 20.6, 20.7	As I remarked in my last report, there have been no issues of complaint or sanction, and as such the residents feel very well supported and enjoy their time in The View. They are all making good progress and as such the atmosphere is a homely and positive one. The conditions that may lead to a restraint or similar are therefore very unlikely.
Placement Plans 7.2 Risk Assessments Appendix B (11,16)	The Head of Care and I considered this through a deep dive into one plan of a boarder that is coming to the end of their stay. The 2 weekly reviews of all aspects of the work undertaken (currently by the Head of Care) showed great detail that is extremely comprehensive and undertaken regularly. The plans serve as a very detailed case study that demonstrates the clear planning to achieve targets that underpins the process right from the start and throughout stays. Progress is evident and backed up by parental views as well. The National Minimum Standards in terms of regularity of review are more than met as a result of the 2 weekly review. This includes a review of all risk assessments at the same review point. In this discussion I made a few recommendations for consideration: <ol style="list-style-type: none"> (1) To consider adding in a section to each 2 weekly review point that records the fact that the risk assessments have been reviewed, and if any changes have been made. (2) We also considered the next phase of The View. This means that, as numbers and staff increase, it may be necessary to consider how the quality that is present now is maintained. This is likely to be related to the increase in numbers and allocation of responsibilities for record keeping to senior staff or key workers and enable the Head of Care to cascade his high expectations and gradually empower staff to take this on. This September sees numbers looking to increase, and staff will need to grow in line with this.

How well Children and Young People are Safeguarded.

The Head of Care and I discussed the topic of safeguarding and scrutinised the recording system for Safeguarding incidents during this visit. I was informed there has been one concern that was playing out in a live sense during my visit. This followed a somewhat garbled partial disclosure from a boarder and has been followed up in a timely fashion with sensible contact made to an external support service and contact made with parents.

This is leading to appropriate support being sought, although there are no longer any live concerns for safety following the initial response to the concern. I am more than satisfied that reasonable steps are in place and I will look to see what support is allocated when I return in September.

Suitability of the building, furnishings & external environment.

The Residential setup retains its 'new' feeling and as a result there are no issues of concern in any way. The Head of Care explained that the second wing of The View is being vacated by the college team that have been using it temporarily from the 8th July, and that this will then see a set of steps taken to build up towards September, when both sides will be open. This will see 3 occupants in each wing.

Recent changes to the open wing have included some changes being made to reflect more easier access for boarders (wheelchair considerations). This has seen a new washing machine fitted in the kitchen space and a freezer being moved. The Head of Care also explained that new higher specification mattresses have been ordered to support boarders with greater complexity of physical need.

The best reflection of the quality of the space is the happiness of the boarders, and I noted that the four residents that I spent time with were very happy and comfortable during this visit.

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.

During this visit I spent a significant amount of time with the Head of Care and we covered a range of topics:

Staffing, training and growth

As things stand the residential service operates with 6 staff spread across 2 teams. These undertake shifts and overnight stays. The Head of Care works some shifts and supports all staff. It is clear that as the current residents leave the residential service there are plans to see a new cohort join and this is when growth is projected. The discussion with families is ongoing, but the intention is to see 6 residents in September and to have both wings of the residential floor open. The details of the physical preparation of the building are covered elsewhere in this report.

The Head of Care and I discussed the fact that currently there is a situation where the documentary evidence of the planning, targets, work undertaken and captured and reviews of all of this are overseen by him. This

work is of very high quality and sees placements fully reviewed every two weeks. It is certainly understandable that this has been a period of setting standards, but the new level of boarders attending will inevitably increase the workload. I encouraged the Head of Care to consider how best to navigate the growth. This includes how to ensure that standards are maintained as and when the numbers necessitate handing over management of the very good documents to Senior staff. How and when to do this to ensure that the staff grow, and the Head of Care has the capacity to undertake the extra work that increasing staffing and numbers mean will be a key feature of the next phase for The View in my opinion. We discussed processes and staff structures that could be used for gradual handover of aspects of the work and I will be very interested to see how the next phase takes shape. This is in some way connected to making sure that workload is manageable for all staff, and the Head of Care reflected that adaptations have been made to parental visits to see coffee and cake evenings take place to balance out more formal dinners.

The Head of Care also explained that the school have been forced to move provider for the Level 3 training that staff are undertaking. There has been an alternate provider found and they are willing to accept the work that staff have already completed as a part of the transfer over. This is a positive end to a concerning development that was not of the school's making.

NMS, SCCIF review, and Development Planning

The school are expecting an inspection before the end of the school year, and with this in mind the Head of Care and I considered the range of documentation that is held at present.

The planning documents that have been being created since the process of developing The View are a strong source of evidence for the quality of the work being undertaken. Each one of these acts as a record and case-study for each boarder's journey. The rationale behind targets, evidence of work to achieve them, review processes and summaries at the end of placements are all covered in depth and can be reflected upon as being of a high standard. This will form an important part of the process that is undertaken when the inspection takes place, and we discussed aspects of the summary that is being developed currently for the boarders that are about to leave the process, as well as after-care (I have covered this elsewhere in this report).

The Head of Care and I also considered three other documents as part of this visit:

National Minimum Standards Annual Review Process

In my previous visit in term 4 I observed how well ordered the review documents are, with clear evidence related to the individual standards having been collated since the operational start date of The View. In this visit the Head of Care explained that a first annual review is taking place and that as such, the review folder is currently with the Headteacher to enable this to be completed. It is likely that the first OFSTED inspection of The View will take place before I get the opportunity to review this, but it is my view that the steps taken meet the requirements of the National Minimum Standards and will support inspection well. I will naturally review the report and the evidence held.

Social Care Common Inspection Framework Audit.

During this visit the Head of Care explained that the process of conducting a full audit of the SCCIF related to the operational status of The View is underway, and as a part of this I reviewed the folder that is in the process of production. The evidence that underpins this process is clear to me and is largely present in the planning documents, and the NMS folder/evidence as well. The review process itself is partially completed and I gave some feedback on the next steps; namely to make sure that each section of the SCCIF is RAG rated clearly, along with a clearly stated rationale as to why each area is Green/Orange/Red and where evidence is held. This is an important juncture for the residential service and is a busy time with a cohort reaching its termination

point, and a new cohort being prepared for September. This review process is naturally a priority for the Head of Care, and points to a need for the balance in terms of workload as the service grows to be absorbed into the planning of the growth of The View. The Head of Care explained that making the time to complete this audit is important, and I agree, as well as encouraging the Head of Care to make sure that the development plan and the NMS audit are factored in as pieces of evidence for this process as well.

Development Plan

The Head of Care explained that this document is an overview of the journey towards full operational status of The View, and shared it with me in this visit. I have scrutinised it and can confirm that this detailed step-by-step plan includes a wide range of steps that are required to see the operational status move forward. It lists key features and milestones, acting as a checklist and guide for the Head of Care and leaders that support him to make sure all areas are covered. As stated above, the detail in this satisfies a number of the statements that are required to be covered within the SCCIF at both good and outstanding points and can be showcased in the SCCIF audit. I am particularly impressed that this is a working document that remains live and open.

Onward Movement Plans for Boarders and Potential Residential Follow Up

As a key part of this Standard 3 visit, the Head of Care and I explored the whole premise of The View and considered how impact can be showcased best. The fact is that a short term, intensive stay provision such as The View can (and most definitely does – based on the evidence in the planning/review folders) have a big impact upon the skillsets of the boarders. This has been validated in the consultation that I was able to complete in this visit, and in my last one equally. The Head of Care and I discussed embedding the advances in skills that the boarders have managed after stays and the following was discussed:

- The Head of Care explained that the premise of The View is being adjusted to see all pupils set to be offered a stay of 1-2 terms in their time at the school. This is set to be captured in the statement of purpose imminently.
- The Head of Care explained that boarders that are completing stays now will (assuming they stay on roll) be offered a terminal stay when their last term arrives in the school. This practically translates to next summer term for 3 of the 4 current boarders. This is a very positive step to take to support the long term embedding of the skills that have been developed.
- We discussed the best way to support this embedding of skills in a way that can help leavers as well. The consultation with the parent that I was able to reach as part of this visit is a case in point here: The boarder has made significant strides forward in independence and other life skills and is very soon to move to a new provider. The parent was keen to stress that the steps that have been taken are a priority in the domestic setup and that they hope this will prove the case at the day centre and college provision that their daughter is moving to. In discussion with the Head of Care I suggested that developing a follow up process aligned with any destinations tracking that takes place for the school would be a positive step to supporting this. The planning documents can be adjusted to include a 'post-visit' section and connected to embedded or next-steps targets as well. In discussion we considered up to 6 months being a sensible timeframe, and when asked the parent that I called was keen to engage in any onward support.

Evidence of Impact Discussion

As a key part of this visit, the Head of Care and I considered the whole area of tracking impact for boarders in relation to targets completed whilst in The View. The discussion ranged across why targets exist and what happens when they are reviewed, and I suggested that the creation of a data system that captures how many targets are achieved would be a positive way of demonstrating impact. The regular review of the targets that takes place means that the existing review points could be used to generate a statistical measure of target

completion that can be made into numerical data and subsequently into charts and %s. Tracking each pupil can then be converted into tracking a cohort or a yearly figure. As The View is still in its infancy in relative terms, this seems a sensible thing to create now, and align with any school systems that exist as well. What is meant by this is to consider how the EHCP outcomes (which are reflected in the targets used in The View) are tracked and if any data related to % of completion is currently used. The current rich information in the residential plans contains a narrative for each target but could easily be made into a Y/?/X scale, or even number scales if desired to achieve this end. If this is done, then tracking impact over a time period can be a rich source of evidence potentially. The Head of Care and I discussed possible methods and agreed that some reconnaissance to find out what tracking of this area is in place in school, and whether the contribution of The View to the EHCP outcomes can be defined and tracked as well.

Time spent in the Residential Environment with Staff and Boarders

During this visit I spent time with all 4 boarders as they settled into their evening of boarding. As this was my second visit, it was very pleasing to be recognised by all boarders and to be greeted so warmly. The staff team on shift was also a different one from my last visit and this gave things a different perspective too.

There is a more or less set routine upon arrival in place whereby the boarders place their belongings in their room, then have snacks and some settling in time before undertaking an activity, and then embarking on tasks that support their targets and generate evidence of this. In this visit they took snacks and played computer games together with staff, and then were going to the park before tasks were undertaken and then dinner.

I chatted with all boarders in this visit, and one in particular that is leaving the school this summer explained the holiday that they were about to take, and their plans into next year. This was a real treat to hear about as the boarder initiated this discussion and was really clear about their hopes. It was also clear how much they are going to miss The View.

The boarders and staff also explained that the routines now in place see an Art Club taking place on Wednesday, and Thursday largely being about work related to bedding and bedrooms ahead of the weekend. The art work was on display in the snug area and the whole place had an atmosphere of family. The staff and boarders have really bonded, and the boarders are a defined community in themselves already. It was a definite highlight of the visit and is reflected in the way the boarders are looking forward to the end of term events, but sad about the end of their boarding stays approaching. All in all, this was a lovely part of the visit and I wished them all well at the end of my visit.

Consultations with parents of two boarders

Following this Standard 3 visit I spoke to the parents of two boarders that are set to leave the residential setup in a few weeks at the end of the school year. One of these will return to the school as a day student in September, whilst the other is set to leave Southview and move to a college and day centre from September.

There is a common theme that emerged in the two calls, of parents that cannot praise The View enough. Both stated that they have seen a very marked change in the boarders since attending The View. This has been in relation to independence generally but specifically there were references made to cooking, cleaning, general helpfulness and a willingness to attempt tasks that previously would often have seen them defaulting to asking for or even expecting help as a first option.

Both parents explained that this is attributed to the influence of The View. They also both explained how much the boarders have enjoyed their time boarding and are sad to be leaving the support in July. The leaver is saying that they wish they could stay on and the returner to day provision is very keen to board again next year

if they can.

I explained my suggestion that follow up support/check-ins may be a possibility in the weeks and months following stays (and even after leaving Southview |), and both parents were receptive to the possibility, stating that they are keen to see the skills embedded and being retained by the boarders in the long term.

Both families stated how much they appreciated the residential stays and praised the staff very highly for their support, regular communication, use of class dojo and for their help overall. Neither had any concerns at all.

Summary of Visit and Quality of Provision

This visit was an important one and added to my previously stated view that The View is developing at a healthy pace. The Head of Care remains passionate about the purpose of the provision, and is designing, then refining systems as the weeks pass to see a very high quality as the default setting. I was particularly impressed with how open to suggestions of ways to track and embed impact he was in this visit. The challenge of growing and retaining quality is one that he is acutely aware of and yet the signs are very positive in many ways.

The care on display is of a very high standard, and this is validated by the progress made and the feedback from the parents that I was able to reach as part of this visit.

I am greatly enjoying working with George and the residential team. These past few months have seen the service launched and constantly being refined – with high quality at its core.

I am already looking forward to returning next academic year, and continuing the journey of ensuring standards are as high as they can be. I wish George and the team well for the imminent inspection and that they all have a well-deserved holiday.

My thanks to all at The View for their ongoing welcome and support in my work.

Name: Mark Goode

Date: 21/06/2024

RECOMMENDATIONS AND/OR RESPONSE FOR THIS VISIT

Actions	Comments from Provider	Expected Completion Date
<p><u>NMS and SCCIF Audit Processes</u> For the strong work present in individual plans, the residential development plans and the NMS reflections to be captured in the SCCIF audit to aid the process of self-evaluation and inspection.</p> <p><u>SCCIF (Outstanding Criteria): The effectiveness of Leader and Managers</u> Leaders and managers know their strengths and weaknesses well and can provide evidence of improvement over a sustained period.</p>		July 2024
<u>Impact Data</u>		Term 1 / 2 2024-25

<p>For the Head of Care to consider the suggestions made related to how the impact of the residential setup can be evidenced as both qualitative and quantitative data, and then tracked over time.</p> <p><u>SCCIF (Outstanding Criteria): How well children are helped and protected</u> Professional practice results in sustained improvement to the lives of children.</p>		
<p><u>Support with embedding targets post-stays</u> For the Head of Care and school leaders to consider how best to support families after stays end in securing longer term embedding of newly learned/evidenced skills.</p> <p><u>SCCIF (Outstanding Criteria): The overall experiences and progress of children</u> The experience of staying at the school enhances children’s life opportunities. For children with the most complex needs, staff are able to evidence the sustained benefit they have had in making a difference to the lives of children in their care.</p>		<p>Term 1 2024-25</p>

Head of Residential Care’s Comments

Thank you for visiting us Mark and providing us with this positive feedback. It is reassuring to know that parents have found a real difference with the impact we are having on all of our student’s which I have always wanted from the start as this is the whole purpose of The View and why we are here. It is also nice to hear that your observation of the staff team is that they are all invested and passionate about providing the best care and support for our students at The View.

I will work on completing some statistics with The Views individual targets so we can publish them on how many of our students are achieving their targets overall in the Terms they stay with us. This will be a good idea to use as it will highlight The View/students achievements and show everyone the impact The View is having on our students.

Thanks Mark and see you next school year.

Name: George Walklett

Date: 24.06.24

Head Teachers’ Comments

Thank you again Mark for a positive report, and to George and the team for the work they do with the students and their families. Coincidentally, both Carol and I have been working with George on protocols for showing long term impact, and how we retain contact with past students to measure this. This is ‘work in progress’ at the moment, but we are already sharing positive and innovative ideas as to how we achieve this. Mine and Carol’s monitoring demonstrates minimum standards being met, and there is a huge amount of work going into The View to make it a truly outstanding offer to our students and families.

Name: Julian Cochrane

Date:

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

Thank you again Mark for your thoroughness of inspection again and to George, Julian and Carol for your input which has concluded with another very positive report. I visited the View on the evening of the 12th June and spent time with all 4 of the boarders, staff and the Head of Care. I arrived during dinner and sat with them all and as usual it was immediately obvious how happy the boarders were. After dinner 2 of the boarders were eager to show me their bedroom room setups, which I did and they were thrilled and proud to show off what they had been doing in their rooms. It gave me the opportunity to ask if they were enjoying their time in the View (which to me was obvious) but wanted to give them the opportunity to express themselves – both were delighted and in answer to my follow up question of was there anything they did not like , both could find nothing they did not like about the View. The staff I spoke with were likewise happy and seemed very content and engaged very well with the boarders and each other. During my meeting with the Head of Care we discussed any issues or concerns that he may have had ,of which there were none. I asked to see and examine the Accident Book. There had been some minor reports, which had been well reported and examined where appropriate. A very pleasing visit and a very happy unit in every area.

Name: David Beardwell

Date: 24/06/2024