



Standard 3 Visit

Name of Service	Southview School – ‘The View’
Date of previous visit	11/09/2024
Date of this visit	20/11/2024 & 03/12/2024
Standard 3 Visitor	Mark Goode
Time of visit	14.15 & 12.00
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 2024, no updates in the NMS have been made since September).

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. 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 stand at the time of this visit, the Head of Care explained that 3 of the cohort that had been on roll when I last visited have now ceased boarding, with one remaining on the boarding roll for this term. The process of gathering the views of the boarders and their families had given rise to some very positive feedback (covered elsewhere in this report). 2 new boarders have started attending and 1 was due to start the following week. The plan is that this number is set to rise this term to 5 boarders.

The projection is then that, after a final staff member has been recruited for the present, numbers will stay at 6 for the duration of this academic year. The aim then is that numbers will rise to 8 at a time boarding from September 2025. The staff team that is anticipated will see 8 Residential staff, plus the Head of Care, and this will enable a situation where 2 teams of 4 staff operate shifts. The Head of Care further explained that if there is staff absence that the aim is to recruit support staff from the TA workforce in the school rather than use agency owing to their familiarity with the pupils. This pupil: staff ratio is also being applied as a means to ensure that the more complex students at the school have access to the residential setup.

The reasoning behind the pace of growth was explained very eloquently by the Head of Care as being proportionate and deliberate to ensure that the quality that is present in the current systems is maintained and embedded. There is a view that to open too much too soon is not desired as it may risk this focus on quality. This is a very sensible approach to take and one that, in my opinion, should serve the stated aspiration of making the care as impactful and sustained as possible very well.

This term saw me arrive for my initial visit during the afternoon of the 20th November as an unannounced visit, and this was accompanied by the fact that the Independent Person was also attending during this time, and the View was also hosting a visit from a Police officer to meet and greet boarders. As such it was clear that completing all aspects of the mandatory checks would be very distracting for the Head of Care. As a result, I spent time alongside the boarders in the initial visit, spoke to the Head of Care to prepare follow up related to the areas of recommendation from last term, and held a consultation discussion with both the other visitors but agreed to return later in the term to undertake the mandatory checks (as I was due in the area again at a later date). On the 3rd December I returned and covered all mandatory areas and undertook a more in depth consultation with the Head of Care.

Since last term's visit, the View has undergone its first formal OFSTED inspection and the Head of Care and I spoke about this at length. Overall it was a very affirming outcome with the outcome for Leadership being particularly pleasing. The fact that such a positive outcome in the first inspection is a testament to the dedication and hard work of the staff team, and the school in general. I am particularly pleased for the Head of Care as his attention to detail in all areas has been a key part of the reason that the outcome has been so strong. There is more detail included lower down this report in the consultations section.

The View has expanded to take in 5 boarders in residence, with one of these in their second week when I arrived for visit one of the two this term. In the first visit I spent time alongside the boarders and have captured the events in the relevant section below. This term also saw me make contact with parents of the boarders and I have captured their views below. The mandatory checks that are required were undertaken in the second of the two visits. When I returned in the second visit one of the boarders had stopped boarding and the circumstances are detailed in the consultation section below as well.

Areas requiring action from previous visit

Action Point from Previous Visit	Provider's Response and Verification in this visit
<p><u>Review paperwork and preparation for the first OFSTED Inspection</u> For the Head of Care and other leaders to consider the advice and discussions held in this visit related to the NMS and SCCIF Audits, as well as the contents of the Inspection pack. This should help the preparations for the initial OFSTED Inspection when it takes place.</p>	<p><u>Response and Verification in this visit.</u> The initial OFSTED Inspection for the View has now been undertaken and in the first visit the Head of Care explained the rationale behind the one stated area for improvement, but the stage this was at during this visit was seeing the fact checking response being completed. There is a process nearing completion of fact checking of the recent Inspection in which some of the wording has been changed after requests from the school leaders.</p> <p>The SCCIF and the NMS live folder are to be the subject of updates that I will consider in subsequent visits this year. The Head of Care shared a live OFSTED action plan that has been reviewed by the OFSTED Inspector following the inspection. This is indicative of very proactive leadership setup at Southview and is reflected in the way that the team feel after the verbal feedback received in the Inspection.</p>
<p><u>Data of impact</u> For the Head of Care to continue the preparatory work related to statistical and graphical evidence of the impact of the View.</p>	<p><u>Response and Verification in this visit.</u> The Head of Care explained that the data that is held was shared with the OFSTED Inspector and the current evidence held reflects the first cohort. The Inspection team were impressed with the methods used, the tracking of progress in the care plans and regular reviews. Moving forward this will continue to be a developmental process using successive cohorts as a means to showcase the high quality work that takes place.</p>
<p><u>Proactive Safeguarding Checks</u> For the Head of Care to consider repeating the pre-visit trawl of historical Safeguarding concerns from the system for all new boarders prior to arrival in the View, as a means to prepare staff as to elements to be watchful for.</p>	<p><u>Response and Verification in this visit.</u> The Head of Care reflected upon the way CPOMS records were interpreted by the OFSTED team. This led to a formal request to change the report and a process is underway to support staff across the school and the residential team in how CPOMS is used to record appropriately. I will reflect more upon this when I return in term 3 after the discussions take place.</p>

Mandatory Areas for Standard 3

Topic	Comments
<p>Records of attendance/ exclusion/ missing episodes 20.9</p>	<p>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 is detailed as; JOB - 72%, JP - 93%, AM - 96%, RG - 100%, IT - 86%. This indicates a positive picture overall given the complexity of some of the boarders' situations.</p>
<p>Complaints 19.1, 19.2, 19.3</p>	<p>The close working collaborations that are captured in the very detailed planning documents illustrate that complaints are very unlikely. I once again witnessed very positive relationships in the visit that I undertook. The relationships that are obvious to see are of the highest quality.</p>

<p>Sanctions 20.6</p>	<p>During this Standard 3 visit I enquired about this aspect, and it was confirmed that there have still been no sanctions applied in the View since it opened. The time I spent with the newest residents illustrated how attentive to their needs the staff are, and how interactions are extremely supportive. Any issues of difficulty are managed through encouraging positive behaviour and then are reflected upon clearly in the fortnightly reviews that are recorded in the residential placement plans. I consider this to be a great strength of the care, and a simple way of avoiding the need for sanctions.</p>
<p>Restraint (including restrictive interventions) 20.3, 20.4, 20.5, 20.6, 20.7</p>	<p>As detailed above, the care and support that is founded upon deep level knowledge of the boarders' needs and agreed targets continues to ensure that the circumstances where a restraint will be required very unlikely, and there have been none at all since the View opened.</p>
<p>Health and Safety Checks: Fire Processes particularly considered.</p>	<p>During this visit I undertook a review of a range of the checks and monitoring systems that are in place related to fire safety. I scrutinised the Fire Risk Assessment from January 2024 and noted that no action points were required. I also scrutinised daily checks on fire alarm systems, personal evacuation plans, and it was confirmed that extinguishers are checked by an externally commissioned organisation and are all up to date.</p> <p>In addition, the Head of Care explained that a few occasions have seen fire alarms sound when cooking has been taking place (and other triggers such as steam from a shower) and in all cases the drills have been recorded and reflected upon. I saw these records and can confirm that the oversight of this area is very thorough.</p>
<p>Placement Plans 7.2</p> <p>Risk Assessments Appendix B (11,16)</p>	<p>During this visit I examined a sample of the current boarders' plans alongside the Head of Care and I was struck by the high level of detail in all of them. We considered the plans that follow the pupils in lessons and it is clear that all of these contain detailed medical information that all staff are aware of.</p> <p>This is then used to create and populate the extremely detailed placement plans for Residential that contain very specific targets. These all lead towards EHCP outcomes and are agreed by parents and the boarders themselves. Throughout their stays, the boarders are supported by reviews every two weeks that reflect their feelings and contain evaluations on how targets are being worked upon. This enables adjustments to targets or reviews of the effectiveness of the placements if needed.</p> <p>The Head of Care and I covered the fact that one boarder has ceased boarding this term and the regularity of the review means that support can be changed as is needed. This is a great strength of the View, and the fashion of recording all details this regularly and thoroughly means that a live case study record exists for all boarders. I scrutinised a range of the plans in this visit and they are all extremely detailed and well maintained.</p> <p>The Head of Care explained the processes behind these reviews to me in the consultations section as there is an evolution taking place in terms of the staffing structures and responsibilities. The net result is that the key workers fully understand the care needed, review it alongside the boarders and keep families fully updated over the work taking place. The plans have all of this detail recorded in one place and this makes powerful reading.</p>

How well Children and Young People are Safeguarded.

During this visit the Head of Care and I considered the events recorded in CPOMS since the last visit, and also the detail of the event in the recent OFSTED Inspection related to safeguarding.

The Head of Care reported that the supportive and collaborative way the school and residential staff work together related to safeguarding was praised by OFSTED in the recent inspection. There was discussion over the use of information in CPOMS between the school and the Inspection team since the visit, and this has seen the wording adjusted slightly.

The Head of Care explained that there is a piece of training in development for all staff as a result of the feedback given by OFSTED. This is related to what events are recorded as safeguarding issues and how they are to be responded to. I have no concerns related to safeguarding oversight as a result of the discussions I held in this visit. It holds a central place in the work undertaken in the View.

Suitability of the building, furnishings & external environment.

The Residential setup remains a very clean and new place. It is meticulously maintained and has very specific equipment in place for the needs of the residents. This visit showcased the fact that the lounge in the second wing has been more used as this has supported two of the residents in particular. The boarder that had a relatively short stay was well supported here in terms of accessing cooking and recreational space, and a current boarder has been really enjoying this space for use of Lego play.

The buildings, communal spaces and bedrooms are all very well proportioned and this helps support the boarders' development fully.

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 the 2 parts of this visit, I spent a good period of time with the Head of Care discussing the recommendations from my last visit, undertaking supportive reviews of paperwork, and reflecting upon the OFSTED Inspection, as well as considering the next phase of development for the View, and what the recent events have meant for this.

Much of the detail leads to the evaluations running through the mandatory areas but there are other features of note that I have captured in the subsequent section:

The Head of Care and I discussed staffing and operations in this visit, and it is clear that the effectiveness of the support is always contingent upon this. The staff are becoming more used to the paperwork systems and the Head of Care has designated them as key workers assigned to specific boarders. This supports the growth of the staff in a range of ways and is preparing the ground for the View to accept more boarders in a way that

should see the high quality of paperwork retained. The staff assigned are now conducting more of the fortnightly reviews of progress towards targets, and the Head of Care is undertaking a sampling and quality assuring role in this regard to a greater extent. This is a very positive step in my view and enables growth in all areas of staffing. It also ensures that the staff fully understand the needs and progress being made. The Head of Care and I discussed the fact that this can support the evidence gathering related to the impact of the View over time, and enables his time to be used to undertake this work alongside the day to day operations.

This is further supported by developments that were explained related to the longer term impact of the View for boarders that were a part of the first cohort. The Head of Care has been communicating with the families of the boarders and has made plans for a revisit to the View for a second stay for two of them (although at different times in the cycle of the coming terms) to support their needs. This is a very positive development in my view, and is based upon feedback received. One former boarder has found transitioning back into the family home tricky, and is returning to the View sooner as a means to support the skills that had been developed in the initial stay. The second will return to the View later in the year with a specific brief to see transitioning to college worked upon. A leaver that is now at college has also been contacted and the detail of their status has been supported in this way.

These details showcase the fact that staying at the View is having a longer term impact than the initial stay only. This is a great strength of the View and I encouraged the Head of Care to consider ways of capturing this work in the boarder's plans and other statistical ways to make it really clear that this work has had a lasting impact over time.

The manner of undertaking self-evaluation was also discussed in this visit and the Head of Care explained that an OFSTED Development plan has been started since the visit took place. This was shared with me during the course of the visit and it details a range of actions that are designed to move the View forward. These include incorporating research based models into the work undertaken, an afterschool club on a weekly basis, work related to staff files and the liaison with the local police officer that I observed in the first visit this term. The detail is already being worked upon and this all shows the willingness of the team at Southview to take on board advice and add processes to an already strong model of operation.

The Head of Care stated that following the publication of the final agreed version of the OFSTED report the NMS audit and SCCIF documentation will be updated and any further developments that are required will be captured. I agreed to review any paperwork and evidence of impact as it becomes available in the coming visits.

Time spent in the Residential Environment with Staff and Boarders

During the first visit I spent time with all 5 boarders as they settled into their evening in their own ways. Snacks were being enjoyed and the boarders all communicated in their own ways with me as they did this. One boarder was using pictorial communication devices and was being reminded to do this by staff, and others were very vocal and welcoming to me and the other two visitors that were present.

The coming period of preparation for Christmas was a subject of conversation with one boarder in particular and this conversation was undertaken in a very sociable way. I was struck by how much of a community feel is present in the View, and it was evident that even though the boarders occupy rooms in different halves of the residential space, they naturally gather in one lounge (of the two) and clearly enjoy the community that they have very quickly become. The newest of the boarders had only been staying for just over a week at the time of the visit, but was already very confident and enjoying the time a great deal

Consultation with parents

Following this Standard 3 visit I attempted to reach the parents of three boarders a number of times, but by the time of the completion of this report this has not yet been achieved as I could not reach them. I intend to make this a priority in my next visit, although the positive feedback received from OFSTED in the recent inspection is a positive indicator.

Reflections of Additional Visitors

During the first of my two visits this term, I was present at the same time as a visiting Police Officer and the View's Independent Person.

The Police Officer explained that he undertakes a good deal of community work in schools and that there was a high likelihood that other work would be undertaken related to community safety, and that this visit was essentially a meet and greet with the residents so that he becomes a familiar face for future work.

The Independent Person and I discussed the fact that this was her second visit, and that she attends once a term. She has a very natural and familiar rapport with the boarders and they clearly enjoy her attending. I agreed to review her notes of the visit when they become available after the Christmas break has taken place.

Summary of Visits and Quality of Provision

This visit illustrated that the first OFSTED Inspection of the service has validated many aspects of the support in place at the View, and it is of particular note that Leadership has received such validation. I am always impressed by the Head of Care's willingness to embrace critique and adjust systems accordingly. This remains the case since the OFSTED visit, and ongoing refinements that I have seen are sensible and well-judged to ensure ongoing improvement is the default operating mode.

The care on display remains of an extremely high standard. I look forward to my return in the subsequent terms during this year. My thanks once again go to all at The View for their ongoing welcome and support in my work. I wish all a very Happy Christmas and a well deserved break when it arrives.

Name: Mark Goode

Date: 09/12/2024

RECOMMENDATIONS AND/OR RESPONSE FOR THIS VISIT

Actions	Comments from Provider	Expected Completion Date
<p><u>Independent Person Report</u> For the most recent Report from the Independent Person to be made available in my visit in term 3 for me to review.</p> <p><u>SCCIF (Outstanding Criteria): The effectiveness of leaders and managers</u> Leaders and managers develop and maintain professional relationships between the school and partner agencies that ensure the best possible care, experiences and futures for children.</p>		Term 3 2024-5

<p><u>NMS, SCCIF and Impact Evidence Capture</u> For the Head of Care to continue to capture the impact of the fine work undertaken at the View in statistical and case study format, and to use this in self-evaluations of the View via the NMS and SCCIF Audits.</p> <p><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.</p>		<p>Term 3 2024-25 and Ongoing</p>
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<p align="center">Head of Residential Care’s Comments</p>	
<p>Thank you Mark for your visit and spending time both observing us and going through all the action points and feedback from the Ofsted Report. I feel that the Provision is continuing to grow and your report helps reassure myself that The View is continuing to move in the right direction.</p>	
<p>Name: George Walklett</p>	
<p>Date: 11.12.24</p>	

<p align="center">Head Teachers’ Comments</p>	
<p>Thank you Mark for your detailed analysis of The View; I certainly echo your comments about the sterling work George and the team have done to achieve such a positive inaugural Ofsted inspection grade. We have had some useful steers from the inspector (also Mark) that has set us along a path of some exciting developments, particularly around research models and the after school provision mentioned in your report. George has already implemented some of the changes and there are some detailed discussions between George, me and Carol about our next steps. We continue to be really proud of the provision and are continually looking to develop and improve it.</p>	
<p>Name: Julian Cochrane</p>	
<p>Date: 10/12/2024</p>	

<p align="center">Formal Response from the governing body, trustees, or proprietor of the school</p>	
<p>Thank you 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 had a planned View visit for the 6th Nov but on the day this clashed with the Ofsted Inspection, but spent time with the Inspector. I can but congratulate all the Leaders and Staff for the outcome of this first Inspection. It shows how all the hard work and attention to detail and quality has manifested itself into a thoroughly excellent first inspection report and moreover this is reflected in the attitude, wellbeing and happiness of the boarders. I made an impromptu visit on the 27th of November and spent time with some of the students and staff as they finished school and had returned to the View before preparing to go out to the Library. One of the newer boarders was eager to show me the different members of staff on a picture board. The boarders were all happy and excited and obviously enjoying life. A very pleasing visit.</p>	
<p>Name: David Beardwell</p>	
<p>Date: 16.12.24</p>	