

Larwood School

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WHAT WE KNOW ABOUT OURSELVES - RESIDENTIAL PROVISION

CONTEXT

Larwood School is a primary school for pupils with social, emotional and mental health difficulties (SEMH) and all pupils have an Educational Health Care Plan. Pupils are referred to us as part of a panel system organised by Hertfordshire. We have capacity for 64 day pupils. As part of our provision, we are also a residential school and this operates from Monday through until Friday, with pupils returning home at the weekends. We are the only residential (primary) special school for SEMH pupils in the county. Our pupils display the following characteristics:

- They have all experienced exclusion and at least 1 term away from education.
- 2 pupils last year attended 5 schools. 1 pupil has been at 4 schools. 19 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 36% of the cohort had been at, at least two schools before Larwood.
- Although all pupils have SEMH as their designated need, ASD ranged between 50% and 80% in different year groups, and those pupils with 2 or more identified needs within their statement ranged from 50%-83%. We continued to employ a Family and Community Engagement Worker (specialist work undertaken in the community), School Counsellor, and our own school based Family Support Worker.
- In year referrals meant that the size and dynamics of every year group changed during the year. This varied from the lowest amount of change for Year 6 with 22%, Year 5-29%, Year 4-45%, Year 3-43% and Years 1 and 2-100% of pupils were new during the year.

OVERALL GENERAL PROFILE FOR THE SCHOOL DURING 2016-17

YEAR	NUMBER OF PUPILS AND % CHANGE OVER THE YEAR	BOY/GIRL	% AUTISTIC SPECTRUM CONDITION	% 2YEARS PLUS AT LARWOOD	PROFILE LOW/MID/HIGH
1	3-100%	All boys	66%	0	66/34/0
2	2-100%	All boys	100%	0	100/0/0
3	7-43%	All boys	71%	0	85/15/0
4	13-45%	12B 1G	54%	1-8%	76/12/12
5	15-29%	14B 1G	66%	5-33%	80/13/7
6	23-22%	19B 3G	74%	12-52%	80/15/5



HOW DO WE REVIEW OUR OWN PROGRESS AND STANDARDS IN RESIDENTIAL PROVISION?

We have an established method for this which has developed over a four-year period. This includes the following:

- Extensive use of pupil voice. This is completed using surveys by the Head of Care and pupil interviews using ipads conducted by the Headteacher, [During the course of 2016-17, both Head of Care and Headteacher used ipad recordings to conduct interviews with pupils.](#)
- Parent Voice. Communication between parent's and Care staff is exemplary and includes face to face hand over information, e-mails to communicate how a weekend has gone and telephone calls during the week. [During 2016-17, parents were contacted and reminded about expectations regarding communication.](#)
- Headteacher review which includes a full cycle of activities and written/verbal feedback using national standards. [During 2016-17, all members of SLT, rather than just the Headteacher took part in this review process.](#)
- Internal review conducted by the Head of Care and staff
- Hertfordshire review conducted by our School Improvement Partner, [for the last two years, confirming our outstanding rating on both occasions.](#)
- External review completed by Ofsted on an annual basis, confirming our own self-evaluation which has rated our residential provision as outstanding for the last two years.

[We are proud our approach to delivering such high-quality experiences and life changing support for pupils and families within Hertfordshire. However, we continue to strive to move on and develop even better practice and care wherever possible. **Compliance is not permitted as our pupils and families deserve the very best that can be provided at all times.**](#)

OVERVIEW OF STANDARDS:

This best summed up by our Inspection report conducted by Ofsted in Feb 2017. It confirmed our own internal judgments that we were now providing an outstanding level of care for pupils within this group. It stated the following:

Inspection dates	28/02/2017 to 02/03/2017	
The overall experiences and progress of children and young people	Outstanding	1
The quality of care and support	Outstanding	1
How well children and young people are protected	Outstanding	1
The impact and effectiveness of leaders and managers	Outstanding	1
Summary of key findings		
The residential provision is outstanding because		

- A highly motivated and committed leadership team provides exemplary direction and support to the well-established and experienced staff. Innovative and creative practice means that children and parents are at the centre of the children's care and fully included in planning and decision making.
- Excellent communication between the residential staff and education staff coupled with robust monitoring processes means that staff have the information that they need to identify concerns and to safeguard the children.
- The children have developed positive relationships with a stable, accomplished and dynamic staff team that interacts well with them in a calm and relaxed manner.
- The children are treated with dignity and respect, and are taught to respect each other. They are encouraged to help and support each other with independence and daily living.
- Children are given the opportunity to experience new activities, have fun and to thrive in a safe and nurturing environment. Staff are not risk averse and they want the children to have the same positive experiences as their peers.
- The children make excellent progress because of the residential provision. They have improved their behaviours and they have developed their social and independence skills.
- An independent person carries out robust monitoring visits and spends time engaging with the children during activities in order to build a rapport with them so as to gain their views.

COMPLIANCE WITH THE NATIONAL MINIMUM STANDARDS FOR RESIDENTIAL SPECIAL SCHOOLS

The school meets the national minimum standards for residential special schools.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Ensure that professionals employed by the school have appropriate titles in line with their professional qualifications.

The above action point was addressed the day after the inspection took place.

Notes from Hertfordshire Improvement Partner report in 2016 (Ofsted Inspector)



INFORMATION ABOUT THE REVIEW

Time spent in the school included in-depth discussions with the headteacher and with Ian Reid, head of care, scrutiny of a range of documentation, a tour of the residential provision. Pupils' responses to the residential provision were evidenced by meeting some pupils when they moved into boarding after school and looking at video interviews where pupils expressed their views. The residential monitoring form, devised by John Short, was shared with the school as part of the review.

KEY FINDINGS

The school provides 12 boarding places, organised across two boarding houses that are adjoined to the school premises. Pupils board for between two and four nights from Monday to Thursday.

The school's residential provision was inspected by Ofsted in November 2015 when the overall experiences and progress of pupils were found to be outstanding. The quality of care and support, how well children and young people are protected, and the impact and effectiveness of leaders and managers were all individually graded as outstanding. All the National Minimum Standards were fully met and there were no issues for improvement.

The school uses the National Minimum Standards as a means of evaluating its practice and conducts various checks on a termly and annual basis to ensure that each standard is met. It then uses its detailed monitoring to arrive at a one-page self-evaluation summary using the Ofsted four-point scale. The school had evaluated its residential provision as outstanding prior to the most recent residential inspection.

The school has a current annual development plan which identifies a small number of priorities, most of which have been completed during the course of the year. The head of care notes that the improvement plan was a more substantial document in previous years at a time when the school was working to bring about more improvements in its residential provision.

Sharing of targets between the residential setting and the school is securely in place. The pupils have behaviour and life skills targets on an individual basis in the boarding provision. Pupils are involved in self-assessing their progress against the targets. Individual learning targets are also shared between the school and residential staff. The residential staff work towards pupils reaching their academic targets. On top of homework, there is also a focus on practising reading, times tables, etc. There is clearly joined up working between the school and the residential provision.

A termly residential review includes input by care staff, the teacher, parents, the pupil and any other professionals. This is a meaningful and robust process that informs the identification of further targets and helps staff to refine provision.

Thorough systems are in place for safeguarding pupils and for checking different aspects of provision. There is a clear risk assessment checklist.

Two members of staff administer medication, signing and countersigning the relevant records. A weekly check on medication is also conducted.

The school has a weekly residential register of who has attended the residential setting on a particular week.

Key strengths in the quality of residential provision clearly include the way the school listens to pupils' views and works closely with parents. There is a clear parents' boarding handbook and a children's boarding handbook.

The school listens very carefully to pupils from the outset before they start boarding and during their time in residence.

The independent person is a retired member of the care staff. A prominent noticeboard includes key safeguarding information for pupils, including the telephone number of Childline.

As well as conducting traditional paper-based surveys of pupils' and parents' views, the headteacher has used video interviews to record pupils' views about the residential experience. This has provided a very good opportunity for pupils to reflect and talk openly about their views and has proved a much more 'real' method of gathering their opinions. One pupil described during the interview how his independence skills have developed through time in residential.

Pupils are very positive about the residential experience. They enjoy supportive and trusting relationships with the staff and talk with enthusiasm about the activities provided.

The school has a very well-structured rewards system which includes a range of different awards, and this system is clearly motivating to the pupils. During the visit, pupils received their awards for the week. They were proud of their achievements and it was evident that they have excellent relationships with the staff.

Pupils work towards bronze, silver and gold life skills awards and receive certificates once they have developed various skills. These include changing a bed; cooking; being able to put dirty washing in the correct baskets; hand washing personal items; looking after their bed space; washing up after a snack, hoovering and dusting their bedroom; telling the time; developing confidence in using money; road safety.

The school works exceptionally well with parents. There is a weekly email conversation with all parents of boarders and where parents are having difficulties, they are invited in. There have been behaviour workshops for parents this year. The Larwood School engagement support workers' plan is a thorough record which incorporates parents' ongoing views and feedback. By talking through the parental survey, the school gets a very high proportion of responses from parents. The design of the parental survey form follows the Ofsted format of 'agree', 'strongly agree', etc., and is worthy of sharing with other settings. There is also a pupil-friendly version of the survey which is worthy of sharing.

At the time of the inspection, the school had a transition worker who focused on the early identification of pupils in need of the provision and who supported the process of transition out of the setting. There was also an engagement support worker whose role started before a pupil joined the residential provision and who undertook family support. Whereas these were two separate roles, they are now fulfilled by one person. In addition, the school employs a children's psychiatric nurse to support pupils in residence.

CONCLUSIONS

It is clear that the residential provision is managed exceptionally well to provide pupils with a very positive experience. Strong partnership with parents, excellent relationships between pupils and

staff, and seamless working between the residential setting and the school are key strengths.

No points for development were identified as part of this review. The visit identified aspects of practice that could usefully be shared with other residential settings, as indicated by the green highlighting above.

OVERALL

We continue to judge that our provision for pupils in this area is outstanding. Key areas for development for next year include the following:

1. Embedding the work supporting parent skills for managing their own children when they are returned to their care
2. Maintaining and critically reviewing the progress of pupils that enter residential care. This includes progress and well-being points of view.
3. Ensuring that pupil and parent voice drives and informs our practice and change agenda for residential pupils

INTERNAL REVIEW OF PROVISION CONDUCTED BY HEAD OF CARE AND HEADTEACHER

At the start of the academic year 2016-17, the Leadership decided to approach the year ahead in a slightly different way. Knowing that certain areas of school improvement were part of our three-year development plan, but maybe needed a greater focus this year, we identified a series of Key Objectives. For each area there were three headings that would be introduced, tracked and modified as the year took place.

AREAS AND ACTIONS

• PARENT OUTREACH

ACTIONS - TO DEVELOP HOME VISITS

These are undertaken three times a year during school holidays, with the aim of continuing / teaching parents good routines and consistency with their behaviour management. This will be in conjunction with them attending the Larwood parent behaviour management course. These visits will be supported with Emails and Telephone contact were needed or requested. A written report will be made after these visits and phone calls.

IMPROVE COMMUNICATION BETWEEN PARENTS AND SCHOOL

We are encouraging a weekly email from all parents, if we do not receive these on Monday morning there will be a reminder emails sent out and in one case we have started to make a phone call.

Also, as part of this we offer support through meetings and phone contact. We hold support meetings once a term. These can take place over the phone or face to face depending on the needs of the parents.

Parents can contact a member of staff by phone whenever they require it. An example of this was a phone call received from JS mother. JS was being very violent at home and she asked for some advice. Staff spoke to JS on the phone using the HERTS steps script and he appeared calmer. Mum phoned back later to thank staff.

- **DEVELOPMENT OF INDIVIDUALISED PROGRAMS**

ACTIONS – TO INTEGRATE RESIDENTIAL CHILDREN WITH THE DAY CHILDREN IN AFTER SCHOOL ACTIVITIES

As part of the Monday after school club the residential children were integrated into this programme of activities. Both day and residential children met up and they choose their activity, they all took part and at the end the day children went back to class to go home and the residential children went back to house and continued with their routines.

In addition to this we offer an extended day where a day child will stay after school for an activity and eat tea. This year as we only had one girl who boarded we offered once a half term to invite a friend from school to have a sleepover.

TO DEVELOP ACTIVITIES IN THE LOCAL COMMUNITY

As part of our activity programme we regularly take individuals or small groups into the local community, this is to encourage and give confidence to individuals with life skills, such as crossing roads, communicating with other adults and children, money and helping others. These activities include visits to local playgrounds, trips to town to spend their pocket money or to assist staff with their shopping, termly reward visits to the cinema or 360 and Jubilee court (elderly residential home) to take part in art and crafts and games like dominos.

TO ENCOURAGE INDIVIDUALS TO TRY BROADENING THEIR LIMITED ACTIVITIES

Some of the children will always choose the same activity, like when they go outside will always play football or stay indoors and play on the computers. So we sometimes take out a basketball and not a football, play hockey in the hall instead of football. Some children prefer to play indoors all the time so on occasions we will all go outside so they can use the play equipment or join in other games that are going on. If they stay indoors we will encourage them to take part in a board game before they can go on the computer. Another example of this is where they will bring their iPads from school every night expecting to play on it all night. We will encourage them to play cards, board games, cars or action figures instead or at least before they play on their iPads.

A slightly different aspect to this is where a child finds it difficult to / or OB refuses to undertake any tasks / chores. We encourage this by explaining about team work, asking them to wash up their own cup and plate, giving out bonus point for carrying out a job for someone else.

- **DISTRIBUTED LEADERSHIP**

ACTIONS – TO ALLOW OTHER CARE STAFF TO TAKE ON SOME DELEGATED RESPONSIBILITIES

This year the Head of Care has taken over the management of the premises due to the site manager's retirement. Hence, with the additional responsibilities, time constraints of the working day and the need to be available during the day to contact and work with contractors he will need to delegate some of these to the other care staff.

The deputy Head of Care as part of her performance management targets has taken on the meeting of the parents and completing the provision panel plus paperwork for new residential pupils. In addition to this she is coordinating the home visits and assisting with some paperwork. She also takes over the management of the shift after 18:00 in the absence of the head of care. The Head of Care and the Deputy discuss Management Techniques and strengths and weaknesses in half termly supervisions. This enables with professional growth.

The other main care worker as part of his performance management targets has taken on producing an entry for the half termly school Lowdown. In addition to this he monitors the activities and phone calls from parents, completes the weekly point certificates and chairs the weekly staff meeting.

OUTCOMES AND KEY DATA

- **PARENT OUTREACH**

TO DEVELOP HOME VISITS IMPROVE COMMUNICATION BETWEEN PARENTS AND SCHOOL

Home visits were undertaken in the October half-term, and Easter. Due to staff illness no visits were undertaken in the February half term. Visits will be arranged for the summer holidays.

One example of the success of these visits, during a visit in October the mother was struggling as she has two children with ASD who require different behaviour management strategies. The staff talked through the HERTS Steps script and encouraged the mother to undertake the Larwood Behaviour Management Course. The mother said she felt better after talking things through.

Out of the current parents who have attended the Larwood Behaviour Management course they have all said they strongly agree or agree that it has been helpful for them to use at home.

Over this year our percentage of Monday morning contact has gone up to 91% from about 75%

ACTION

1. Due to some parents was not investing in their child's residential experience. They were declining home visits, not communicating with staff every Monday mornings. We have created a Home / Residential Agreement to allow all parties (parents, children and residential staff) to know what is expected from all and if needed this will be followed up with the parents by SLT.
2. We are currently reviewing our procedures for home visits and will look at a template for recording these visits / Behaviour watch. (Confidential information)
3. In between home visits we are starting to carry out termly support phone call to each parent.

QUOTE FROM 2017 OFSTED REPORT

"A highly motivated and committed leadership team provides exemplary direction and support to the well-established and experienced staff. Innovative and creative practice means that children and parents are at the centre of the children's care and fully included in planning and decision making."

- **DEVELOPMENT OF INDIVIDUALISED PROGRAMS**

We have just started to use the 5 point scale plan on a trial basis. We have put the plan together with two children replicating our strategies that are in place already. One child has spoken about him getting embarrassed when he is getting wound up he does not like the other children to know, so as part of his plan he just puts the amount of fingers (4 / 5) up to let us know where he is going and how he is feeling. He has responded very well to it and overall is using it appropriately. We will be looking at rolling this out with some if not all the children.

QUOTE FROM 2017 OFSTED REPORT

"The children are treated with dignity and respect, and are taught to respect each other. They are encouraged to help and support each other with independence and daily living."

We regularly discuss different strategies to try and help in stressful time that might work or has worked with individual children in the Monday staff meeting.

TO INTEGRATE RESIDENTIAL CHILDREN WITH THE DAY CHILDREN IN AFTER SCHOOL ACTIVITIES

Overall this went well, the following activities went very well, cooking science, house and gardening. The one activity that a number of incidents occurred was outside games.

As there was only one residential girl this year we supported her to invite a friend for a sleepover on a half-termly basis. The girls had great fun having beauty nights (face masks, painting one another's toenails, doing their hair) and shopping in the town. The girls both learned independence skills and although there were a few disagreements they both learned how to get passed them.

TO ENCOURAGE INDIVIDUALS TO TRY BROADENING THEIR LIMITED ACTIVITIES

- One child would walk around the play equipment and play ground and only interacted with the adults and would not join in any games. Over the year little by little we have managed to get him to play on the equipment and play football with the other children.
- One child would only play inside with very little exercise, but over this year we have managed to get her to play outside where she played on the climbing frame and in running games.
- One child found it very hard to undertake any task e.g. wash his own cup and plate up after eating his snack, as the year when on he not only started to carry out his own tasks he started to ask to adults if there were any jobs he could do for them.

QUOTE FROM 2017 OFSTED REPORT

“Children are given the opportunity to experience new activities, have fun and to thrive in a safe and nurturing environment. Staff are not risk averse and they want the children to have the same positive experiences as their peers.”

ACTION

1. We would look at the combination of children, their frame of mind and the amount of staff that are involved. If it was felt that an individual child was not the right fit, they would be encouraged to take part in another activity that week to minimize the number of incidents.

DISTRIBUTED LEADERSHIP

The delegation was quite straight forward, finding the right job for the right person. The very important question after that was how I would know what was happening in my absence in the evenings. So we looked at the methods

Daily – feedback from the deputy, review any recorded incidents, look at any notes on the white board, look at the recorded daily points and conversations with children / adults.

Weekly / Monthly – the weekly point totals, staff meetings, attendance register, the weekly behaviour management meeting and staff supervision.

Termly - data collection

QUOTE FROM 2017 OFSTED REPORT

“Senior managers in the school and the residential provision are highly skilled, dedicated and fully committed to providing effective and efficient leadership to ensure that the children have the best possible outcomes.”

ACTION

1. Although we looked at individual incidents, we did not have an overview of the number of incidents that had taken place for the residential child as individuals. So I now collect the data on a monthly basis to compare how many an individual has overall in that month and how many of them were in residential time and note and discuss any findings.
2. I did not have a quick way of seeing how the children were doing towards their termly targets. I have produced a spreadsheet and record these in the format of the traffic light system.

RESIDENTIAL OUTREACH PROGRAMME FOR LARWOOD SCHOOL-2016/17

ANALYSIS OF COHORT

The Headteacher and Head of Care analysed the existing cohort for perspective needs to help return them from residential care to their family units. This seemed very similar to previous years analysis and drew some clear conclusions with regards to the type of intervention work:

1. The vast majority of family units continue to need help and support with behaviour management. Our two parent sessions outlining the way that residential establish and maintain rules, routines, consequences etc were met with great approval by parents.
ACTION: Continue to run parent course during 2016/17
2. Analysis also revealed that there is a continued need for extra and individualised parent support. We agreed that this would be generated, based on need, and delivered to families, in a bespoke manner.
ACTION: Identified families to be given support via holiday visits and weekly contact from care staff. Suggested 3 visits during the year-Oct half term, Easter and Summer.

All of the above is supplemented by our Family Support Worker who complements the work of residential staff by working with/signposting families for support. This role is with day pupils so that the two lines of support do not get confused during the year.

WHY WE BELIEVE WE ARE STILL OUTSTANDING

We have continued to develop and evaluate our practice and this is proven in the following ways, based on the Ofsted inspection criteria:

- ‘The experiences and progress of children and young people consistently exceed the standard of good and result in sustained progress in key aspects of their lives’.
The end of 2017 saw the vast majority of our pupils make good/outstanding, rapid and sustained progress in many areas (see ‘what we know about ourselves-progress and attainment’ report).
- Practice is being informed and improved through activities such as research....’



This is difficult in terms of research but our own internal reviews and rigorous monitoring has been improved since last year and now includes the use of a very experienced Hertfordshire School Improvement Partner who is still an Ofsted inspector. We have excellent relationships with two other residential schools in Hertfordshire and have used various reports to inform our practice and improve our own standards. Schools such as Hailey Hall, Falconers, Langham Oaks, Priory School, Sidetstrand Hall and Wells Park have been used. [The Head Teacher and Head of Care led discussion around panel application process and systems with other schools and local authority colleagues. This has now been adopted for all schools.](#)

- [‘Positive feedback from a variety of sources about the residential experience.’](#)

The contact from parents has and remains exceptionally positive. User’s views are always positive with minor grumbles or issues that have arisen from day school/home and may transfer to the residential unit. (See HOC’s surveys and the little data that has been submitted to Parent View)

We are unique in that we gather pupil view on camera and use this to inform and assess practice as part of a suite of activities.

- [‘Leaders and managers routinely make excellent use of a range of rigorous monitoring activities to improve outcomes...’](#)

Since last year, the HT has reviewed all methods of gathering information to inform standards and progress. Therefore this year, we have additional views from other SLT members on standards and practice, consistent and focussed visits from governors, and enhanced practice from the existing HOC.

- [Partnerships with parents and carers.....are exceptionally effective and ensure that children and young people receive the care and support that they need.’](#)

These are constantly reviewed and parents tell us what they perceive to be their child’s needs and successes from the boarding experience. Occasionally, we have a firm conversation relating to the parenting style and/or the support we are given by parents as part of the boarding process. This doesn’t always sit well with parents but it is essential to have such dialogue for the needs of the child concerned. This is where change starts.

- [Children’s safety is paramount.....](#)

Various evidence is in support of this and the HT/HOC can elaborate further. New CCTV system in place for 2017-18 to enhance safety and staff training, pupil support continues to make this a school priority.

- [Excellent practice in safeguarding and child protection makes the school stand out....](#)

Our SCR was highlighted as one of the best ever seen during inspection. It has continued to evolve with records of Prevent duty training being included as well. However, this is supplementary to existing safeguarding training such as CP etc. See note above.

- [Staff are highly experienced and well trained. They are proactive and alert to possible concerns...’](#)

The team has been stable over a period of many years. We have such a team of well trained and skilled practitioners that we never use agency staff, and have other staff ready to step in and support due to absence when needed. This has been tested last year when the HOC had knee surgery, and will be tested again in January when a member of the team will also need surgery.

- [Leaders/managers know their strengths and weaknesses of boarding and can provide evidence of improvement over a sustained period of time.’](#)

Our own SEF process and action planning have identified a number of strengths (Ofsted report/HIP report/Internal reports/Data tracking sheets/pupil voice/parent voice) and some areas for improvement. Our stated aims as part of our 2015-18 plan were reviewed and

closed down a year early, as we had met many of our targets and our academisation had also generated new ideas and direction. We continue to report to governors every term and have frequent visits from the designated residential governor. The Head of Care attends governor meetings and is a full member of the senior leadership team.

- **Leaders and managers have highly effective monitoring systems in place....**

We have a range of systems in place which all enhance the quality of the boarding process. This has been strengthened since the last inspection by adding an independent annual review by a trained Ofsted inspector, including a wider range of senior leaders who review and assess boarding practice with boarding staff and

- **All areas of the school work together in a highly effective and collaborative manner**

Day and residential teams work in harmony for the benefit of the pupils. Handovers are conducted at each end of the day. As residential staff have their own weekly staff meeting every Monday and cannot attend the weekly staff training session on Tuesday after school, staff repeat the training session or staff meeting during the Monday morning session. This means that resi staff are constantly updated and in the loop in the same manner as all staff. All staff attend the same generic INSET days when there are no pupils in school. Resi staff are also booked to work during the day, which includes lunchtimes and Friday afternoons. Day staff are invited by pupils to attend events and activities and day/resi staff work together to provide a range of activities on a Monday evening. [We have now started to record all training sessions via IRIS \(ipad observation of lessons and training platform\) to allow staff to view the session as it takes place rather than a repeat on a Monday morning.](#)

[SINCE OUR LAST INPSECTION WE HAVE CONTINUED TO REVIEW/ENHANCE AND MOVE FORWARDS. WE DO NOT STAND STILL AND WILL ALWAYS EVOVLE! WE ARE BETTER IN PRACTICE AND OUTCOMES COMPARED TO THE LAST INSPECTION.](#)

RESIDENTIAL TARGETS FOR 2017/18

- Review the use of and effect of community based events for our pupils such as joint after school clubs with day pupils and visits to community placements.
- Continue to review and extend placement numbers, as appropriate, to support those pupils and families in need.
- Continue and extend the parent outreach program.
- Review, and adjust individual programs as the year progresses. Ensure the continued development of a distributed leadership approach to continuity of excellence, no matter what circumstances may prevail.