

## **Executive Principal's Review of Welfare Provision - September 2024**

### **STANDARD 3 - Monitoring by Independent Visitors**

*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 students, 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.*

*Where appropriate such a report may be incorporated within a review of the whole school.*

### **OFSTED**

In February 2024 the residential provision received its third successive Outstanding annual inspection. There were no advisories or recommendations made and all sub-sections were graded as outstanding.

### **GENERAL**

The operation and resourcing of the welfare provision for residential students in relation to its 'Statement of Purpose' and all policy and procedure continues to be compliant and matched to student need.

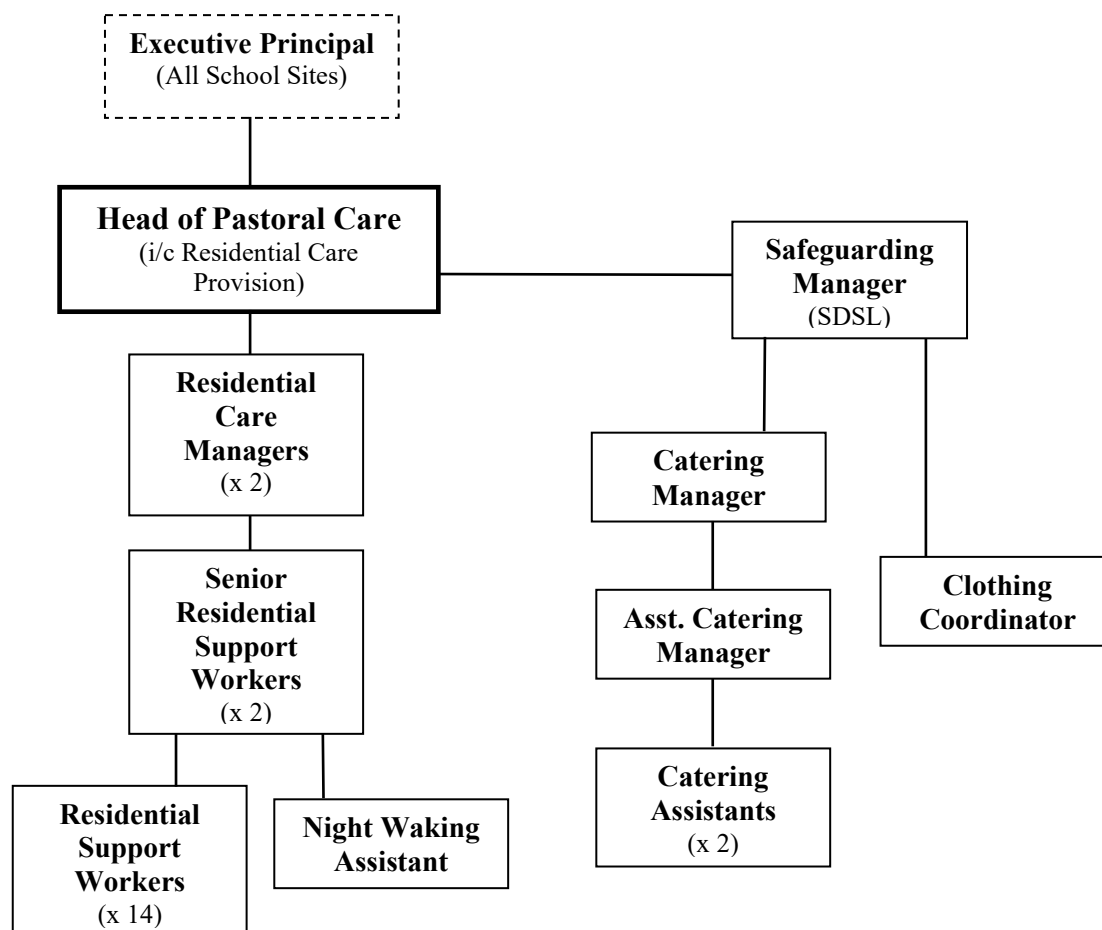
The school continues to work hard with central government and the local authority to improve both the budget / resource / staffing levels and the school's physical facilities:

### **STATEMENT OF PURPOSE**

This is reviewed annually for ongoing accuracy and applicability and is published on the school website. The operation and resourcing of the welfare provision for residential students in relation to the school's 'Statement of Purpose' remains appropriate.

### **MARLAND STAFFING POLICY**

The residential care staff structure consists of:



## **Executive Principal's Review of Welfare Provision - September 2024**

This tiered hierarchical structure is designed to facilitate internal absence cover at all levels, up to and including the 'Head of Pastoral Care' from within this experienced, well qualified staff team.

In addition, any further short-term care staff absence can be covered by utilising suitable education staff with established positive student relationships to support the continuity of student care. Agency staff have not been used in the residential provision for the past 12+ years and would only be considered in extreme shortages. No staff or staff relatives reside on the school site.

All staff are suitably well trained, experienced and skilled in working with students who have SEMH. All have also been fully vetted in full accordance with national 'Safer Recruitment Guidelines' to ensure their suitability to work with vulnerable children. Marland School has a robust 'Safer Recruitment Policy' and strongly promotes continued professional development for all staff.

In mid-2022 the school successfully lobbied the Local Authority for a significant school funding 'Top-Up' increase additional to the standard inflationary increase proposed for all maintained special schools. This was based on a business needs led case made for Marland residential students only. Following considerable negotiation / justification, this increase was eventually agreed with effect from September 2022 and resulted in the recruitment / appointment of 2 additional new 'Residential Care (Support) Workers' posts in-year.

The operation and resourcing of the welfare provision for residential students in relation to the school's various staffing policies remains appropriate and the Residential Care Staff team remain stable, effective, positive and buoyant.

### **PLACEMENT PLANS FOR INDIVIDUAL CHILDREN**

These are regularly reviewed and checked for comprehensiveness, suitability and relevance. The school strives to ensure that they remain compliant with the requirements of the National Minimum Standards wherever viable / feasible. New students are admitted on roll across the full academic year and these 'Placement Plans' are one of the priorities staff endeavour to complete as soon as practically possible after admission.

The operation and resourcing of the welfare provision for residential students in relation to the school's student 'Care / Placement Plans' remains appropriate.

### **RESIDENTIAL ACCOMODATION IMPROVEMENTS**

Following extensive new build and high-quality refurbishment of the residential accommodation and facilities over the past 6 years, we are now at the stage whereby capital development funding has been fully utilised and additional top-ups less easily available. However, despite these limitations, the following developments have taken place since the last annual Ofsted inspection in February 2024:

1. Remedial redecoration of the main school corridors.
2. Extensive refurbishment of the main school kitchen, including new hygienic flooring.
3. Created fixed bench seating in upper residential building reception room.
4. Refurbished the console lounge in upper residential building to raise its comfort standards.
5. Installed new flood lighting for the external football playground to facilitate winter evening usage.
6. Commenced redecoration of the upper residential building.
7. Installed new fencing to create a focussed playground area for the younger students, away from the older ones.
8. Created an allotment area in the corner of the top field to offer as an additional evening activity option.
9. Carried out H&S repairs on some of the worn external steps and stairs. Also rectified several trip and other external wall hazards.
10. 19 internal fire doors upgraded plus 1 new fire exit door fitted due to condition.

**Executive Principal's Review of Welfare Provision - September 2024****STUDENT ACHIEVEMENT, ATTAINMENT & OUTCOMES****CURRICULA ACCREDITATION**

Generally, most students again did well in relation to their respective individual potential and complexity of need. Full information on student achievement can be found in the detailed school records, including the new comprehensive 'Student Data Summaries 2023-24' multi-tab spreadsheet and 'Year 11 Leaver Learning Outcomes Pen Portraits', however for a brief snapshot of headline data:

**YEAR 11 DESTINATIONS 2024 (post 16 education and careers)**

Only 5 residential students were on roll in 2023-24, of which \*1\* was on long term off-site educational package in his home area. The 4 students who attended on site did well in relation to their complexity of SEN and on-entry baseline assessed projected outcomes. Exam results for all 5 students included the following:

A total of 34 nationally recognised qualifications were achieved by these 5 residential Year 11 Student Leavers:

<b>Qualifications Achieved</b>	<b>Residential Year 11 Student Leavers</b>				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>*E*</b>
GCSE English	L1 Pass		L1 Pass	L1 Pass	
Functional Skills English		EL1 Pass			
GCSE Maths	L1 Pass		L1 Pass	L1 Pass	
Functional Skills Maths		EL1 Pass	Pass		
Entry Level Certificate Maths		EL3 Pass		EL3 Pass	Pass
GCSE Biology	L1 Pass	L1 Pass	L1 Pass	L1 Pass	
Entry Level ICT					
BTEC Construction		L1 Pass	L1 Pass	L1 Pass	Pass
BTEC Engineering		L1 Pass		L1 Pass	
BTEC Home Cooking Skills	L2 Pass	L2 Pass	L2 Pass	L2 Pass	
BTEC Personal Growth & Wellbeing	L1 Pass		L1 Pass	L1 Pass	
Food Safety Certificate	L2 Pass	L2 Pass	L2 Pass	L2 Pass	
John Muir Conservation Award			Pass		
<b>Total Qualifications achieved:</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>2</b>

3 of the 4 students who were engaged in and attending school in their final year gained ability / interest appropriate post 16 college placements:

Student A:	Exeter College - Vocational studies Course
Student B:	ROC College - Foundation Learning and Life Skills
Student C:	Petroc College - Level 1 Construction Multi trades

The 2 remaining students (one of whom was on long term Marland supported off-site educational package) currently in these positions:

Student D:	Currently not engaged in Education or Employment.
Student *E*:	Currently not engaged in Education or Employment.

The qualifications achieved by these students are a cumulative effort / achievement made by them over the final 2 years of their schooling (i.e. Years 10-11). The school ethos is to support and encourage students, on an individual, personalised basis, to enter exams when ready from Year 10 onwards, giving multiple opportunities to improve and succeed. This approach not only maximises their attainment potential, but

## **Executive Principal's Review of Welfare Provision - September 2024**

also really helps them to achieve success and therefore boost self-esteem. It is also instrumental in giving them the confidence and entry qualifications for the next important phase in their lives, transition to successful post 16 education and careers.

The 3 Post 16 College destinations gained are positive aspirational outcomes. The remaining 2 are currently not in Education, Employment or Training (NEET), however Careers Southwest remain engaged with them to encourage and support re-engagement and the school are on standby to give advisory support if requested. This outcome is a reduction in the three prior academic years, where in each year the majority went on to Positive Education, Training and/or Employment Destinations, but it is a realistic reflection of the complexity of cohort SEN.

Full information on student destination data can be found in the detailed school records.

### **EMOTIONAL (& SOCIAL) DEVELOPMENT**

Residential school staff assess and track individual progress in this important area using the highly respected 'THRIVE' methodology. The assessment and ongoing progress data is then used by school and residential care staff to apply bespoke strategies to help to meet each student's emotional (and therefore subsequent social) needs on a personalised / individual basis.

THRIVE headline progress data for Residential Students @ July 2024. Out of the total of 33 students on roll:

- 3 students (9.1%) were new to school in-year and therefore had only received an initial Thrive baseline assessment.
- 1 student (3%) who was in receipt of a long-term offsite alternative provision had no subsequent access to Thrive re-assessment.
- 7 students (21%) struggled with attendance issues (various reasons – all robustly addressed by the school) but resulted in either no baseline Thrive assessments or no progress re-assessments.

Out of all students who had been reassessed for Thrive Emotional Developmental since attending Marland:

- 18 students (54.5%) made 1 or more multiple whole 'Stages' of progress.
- A further 4 students (12.1%) have progressed within their Thrive 'Stage'.

Full information on student Thrive progress can be found in the detailed school records.

### **BEHAVIOUR**

Student behaviour, in relation to their respective SEN, is predominantly good or better for most of the time with most students. The ethos of the school is very much focussed on the following:

1. **Personalisation** in all areas (interaction, communication, strategies to meet individual need, etc.).
2. **Positivity:** focussing predominantly on the good / positive aspects of every challenging situation rather than the negatives, to help to motivate and inspire students to progress in all areas, rather than default sanctioning.
3. **Respect:** Two-way respect with adults always modelling.
4. **Solution focussed emphasis on 'Cause' rather than 'Effect'**, i.e. devising strategies to meet students' emotional and social needs to reduce potential negative outcomes such as behaviour, rather than focussing on the negative outcomes as a starting point.

The school has a strong track record of minimising all sanctions, including exclusion, also keeping physical intervention to the bare minimum required to maintain students' and others safety.

Please refer to the detailed tracking records kept in school.

## **Executive Principal's Review of Welfare Provision - September 2024**

### **WHOLE SCHOOL STRATEGIC DEVELOPMENT**

In partnership working with the Local Authority, in 2023 we successfully expanded our whole school onto a fourth school site in the East Bideford area to meet the needs of local co-educational day students who have SEMH trauma and/or anxiety based complex needs. This school site was filled within a single school term and along with the other 2 day school sites, is now considerably oversubscribed and performing well.

### **WELLBEING & HEALTH DEVELOPMENTS**

The school also has a major focus on student and staff health, wellbeing and positive mental health. An 'Open Door' policy is operated by all senior staff for students or staff to drop in and discuss any issues before they escalate. Just a few examples of the measures deployed include:

- **Defibrillation Machines**

In addition to part funded a machine that is shared with the Peters Marland village, located opposite the school gate, the school now has defibrillation machines on all 4 sites, 2 on the residential school site and 1 at each of our 3 day schools. A large proportion of staff have accredited first aid training, incorporating the safe deployment of these important devices.

- **Air ambulance Landing Zone**

Ongoing regular liaison with the local community and 'Air Ambulance' trust to ensure that our hosting of the helicopter landing zone and beacon remains fully functional (including recent negotiation in relation to nearby tree planting). This site has been invaluable to the local community on the thankfully few / rare occasions that it has been needed. This is a further community relations measure and a major safety enhancement for our own school community due to the rurality of the school's location.

- **Staff access to Additional Health Benefits**

The continues to prioritise staff health and wellbeing as well as students. It has trained staff to act as 'Mental Health First Aiders' and signposts staff to any Devon County Council and national 'free' support services wherever available and need dictates:

- Counselling & Mindfulness
- Physiotherapy & Other Therapies
- Menopause Support
- Weight Management & Health advice
- Occupational Health Support
- Pupil Wellbeing Support

These benefits help to ensure that staff feel supported and valued and can lead to more effective healthy and happy working that directly benefits students' wellbeing.

### **CCTV**

We regularly monitor the appropriateness and deployment use of this system to ensure that it is only used on an essential / bare minimum safety basis and that it does not unnecessarily intrude on our students' privacy.

### **Compliance with all Residential Special School National Minimum Standards (RSS NMS) – Sept. 2022 & Social Care Common Inspection Framework (SCCIF) - April 2022**

The school has made every effort to be as fully compliant as practically possible with all the Ofsted SCCIF March 2023 requirements, please refer to:

- 'RSS NMS Check Sheet' and Care Monitoring Document.
- Marland School 'SCCIF Signposting Document'

### **INDEPENDENT MONITORING VISITOR (IMV)**

The school commissions the highly respected company National Youth Advocacy Service (NYAS) to undertake this important independent advocacy / monitoring role and now has a Marland experienced regular 'visitor'. This person undertakes comprehensive unannounced visits on a half termly basis in full

**Executive Principal's Review of Welfare Provision - September 2024**

accordance with NMS requirements. They report directly to the school leadership and Governing body with comprehensive, detailed assessments which include improvement recommendations. These are always taken seriously by the school and where required, promptly actioned accordingly.

In addition to this IMV, there is also a highly experienced designated Governor with responsibility for regularly monitoring the residential provision of the school.

In addition to the above, we have also appointed an 'Independent Person (IP)' to meet the latest NMS Standards. This role enhances and triangulates with the existing IMV and Lead Governor monitoring roles.

Both the IMV and designated Residential Governor report their findings to the residential school SLT for action and the full Governing Body for monitoring accountability and all reports received to date are appropriately positive. The IP similarly reports where appropriate and confidentially permits.



Keith Bennett  
Executive Principal

13<sup>th</sup> September 2024