

**Note of Education Scotland visit to monitor progress on Conditions issued to Applied Care and Development (ACAD) following the inspection carried out at the school during September 2014.**

**Conditions:**

1. The length of the school week should be extended to ensure that all pupils have access to 25 hours and 27.5 hours of education provision per week for primary and secondary schools, respectively, in line with Education Scotland's expected standards based on SEED Circular No 4/2002, a copy of which is attached. This is to be put in place by **31 March 2015**.
2. By **31 March 2015** there must be suitably qualified and experienced teaching staff in place at ACAD Education with responsibility for and delivering a broad and balanced curriculum to meet the needs of the pupils at all stages, including a) the setting of learning targets for all the pupils, and b) the tracking and monitoring of all pupil's progress.
3. By **31 March 2015** the Managers of ACAD Education must ensure that all pupils' learning experiences are matched to the pupils' needs and abilities to achieve improvements in attainment.
4. The Managers of ACAD Education must introduce, **by 31 March 2015** a policy of systematic self-evaluation across all aspects of the school ensuring that staff are aware of and implementing the policy.
5. By **31 March 2015** the Managers of ACAD Education must a) review the school's safeguarding policies and procedures and b) ensure that all staff are familiar with the revised procedures and are implementing them consistently across the school.
6. The Managers of ACAD Education may only provide education to a maximum of 10 pupils at the new school provision within Dumfries and Galloway.

**By 31 March 2015, the length of the school week should be extended to ensure that all pupils have access to 25 hours and 27.5 hours of education provision per week for primary and secondary schools, respectively, in line with Education Scotland's expected standards based on SEED Circular No.4/2002.**

ACAD has made progress in addressing this Condition:

-   
Dumfries.
- Most young people are on full-time timetables.
- The school week now comprises 27.5 hours in total at Dumfries. However, there is still concern as to whether learning and teaching takes place at all times.
-  being educated predominantly between the local mainstream school and college. Staff have not yet planned to ensure future pupils receive 27.5 hours of education provision.

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ACAD has made partial progress in addressing this Condition:

- Funding has been made available by CareTech for ACAD to appoint a principal teacher and three teachers to support the head of education.
- A new principal teacher has been successfully recruited (starts 20<sup>th</sup> April).
- Two secondary teachers have been appointed and they both started on 1<sup>st</sup> March.
- ACAD are continuing to seek a suitable candidate for the remaining vacancy
- There is still no progress whatsoever in setting appropriate learning targets for young people or tracking and monitoring pupil attainment and achievement.
- There has been very little career-long professional development provided for existing education staff on the implementation of Curriculum for Excellence or learning and teaching approaches.
- The curriculum continues to be narrow and young people are still not receiving their entitlements to a broad general education and senior phase.
- The pace of curricular development continues to be far too slow. The school still urgently requires to introduce new courses and programmes to deliver a broad curriculum.

**By 31 March 2015 the Managers of ACAD Education must ensure that all pupils' learning experiences are matched to the pupils' needs and abilities to achieve improvements in attainment.**

- There is no evidence of any progress in addressing this Condition.
- This has been impacted by ACAD's difficulty in recruiting teaching staff.
- The head of education has been encouraged to significantly raise expectations of young people's learning
- There is an urgent need for the introduction of rigorous support and challenge to education staff notably in relation to learning and teaching.

**The Managers of ACAD Education must introduce, by 31 March 2015 a policy of systematic self-evaluation across all aspects of the school ensuring that staff are aware of and implementing the policy.**

- On 27 March, the head of education has provided a draft self-evaluation policy and calendar of events. It is unclear as to whether staff are yet aware of the policy.

**By 31 March 2015 the Managers of ACAD Education must a) review the school's safeguarding policies and procedures and b) ensure that all staff are familiar with the revised procedures and are implementing them consistently across the school.**

- ACAD has met this condition. Following a review, new policy and guidelines are in place.

**The Managers of ACAD Education may only provide education to a maximum of 10 pupils at the new school provision within Dumfries and Galloway.**

ACAD are currently meeting this Condition.

- The current roll at the new school provision in Dumfries is five pupils.
- Senior managers have agreed that a maximum of 10 pupils is wholly appropriate given the size of the school provision.

### **Further Information**

[REDACTED] Associate Assessor, and I engaged in a support visit to ACAD on 1 & 2 March 2015. It was clear from the outset that, aside from recruiting staff, no progress had been made in addressing the Conditions above or achieving any of the areas for improvement highlighted in the inspection of September 2015.

Furthermore, during the course of our visit, [REDACTED] and I shared significant concerns over the capacity for improvement, quality of learning and teaching, knowledge of the curriculum and expectations of young people.

[REDACTED] and I spent the entirety of our visit providing support and advice to the senior management team, notably the head of education. It was agreed that the head of education would provide a range of documentation by 30 March 2015 aimed at working towards addressing the Conditions above. On 27 March, he provided evidence of updated timetables, policies and calendars of events which do highlight progress in meeting all of the Conditions with the exception of (3).

[REDACTED] and I will both provide an additional day to further support ACAD on 1<sup>st</sup> May 2015. This will involve delivering training to all staff on personalised learning coupled with continued support and advice regarding curricular development and school improvement. We also agreed with the head of education that we would do joint observations of learning and teaching.

[REDACTED]  
HMV

**Education Scotland**

**30 March 2015**

## **Note of Education Scotland visit to monitor progress on Conditions issued to Applied Care and Development (ACAD).**

### **Conditions:**

1. The length of the school week should be extended to ensure that all pupils have access to 25 hours and 27.5 hours of education provision per week for primary and secondary schools, respectively, in line with Education Scotland's expected standards based on SEED Circular No 4/2002, a copy of which is attached.
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3. The Managers of ACAD Education must ensure that all pupils' learning experiences are matched to the pupils' needs and abilities to achieve improvements in attainment.
4. The Managers of ACAD Education must introduce a policy of systematic self-evaluation across all aspects of the school ensuring that staff are aware of and implementing the policy.
5. The Managers of ACAD Education must a) review the school's safeguarding policies and procedures and b) ensure that all staff are familiar with the revised procedures and are implementing them consistently across the school.
6. The Managers of ACAD Education may only provide education to a maximum of 10 pupils at the new school provision within Dumfries and Galloway.

**The length of the school week should be extended to ensure that all pupils have access to 25 hours and 27.5 hours of education provision per week for primary and secondary schools, respectively, in line with Education Scotland's expected standards based on SEED Circular No.4/2002.**

ACAD has made partial progress in addressing this Condition:

- All young people are on full-time timetables for education. [REDACTED] has recently been on a part-time timetable [REDACTED].
- The school week now comprises 27.5 hours in total at Dumfries. However, there is still concern as to whether learning and teaching takes place at all times.

**There must be suitably qualified and experienced teaching staff in place at ACAD Education with responsibility for and delivering a broad and balanced curriculum to meet the needs of the pupils at all stages, including a) the setting of learning targets for all the pupils, and b) the tracking and monitoring of all pupil's progress.**

ACAD has made limited progress in addressing this Condition:

- CareTech, ACAD's parent company, provided funding for a headteacher, principal teacher and three teaching staff. Five staff were successfully recruited by mid-May 2015. However, all three unpromoted teachers have since resigned. This has had serious implications for the quality of learning

and teaching and curriculum development. Both the headteacher and principal teacher are English specialists. Currently, young people are working predominantly on English and literacy qualifications, topic-based IDL and P.E. Maths and numeracy, computing and science are not currently being offered. Young people reported they are bored by the repetitiveness of their school day and concerned that they are not able to work towards qualifications they require for their chosen positive destination.

- All Education Development Officers have been made redundant and replaced by a Health and Wellbeing Coordinator and a Positive Relationships Officer. These new roles only start 5<sup>th</sup> October so no impact can be measured yet.
- The curriculum continues to be narrow and young people are still not receiving their entitlements to a broad general education and senior phase.
- Following my visit on 1<sup>st</sup> October, I passed on to ACAD senior managers that they must provide an immediate action plan on how they are going to deliver the curriculum given their staffing issues. I received notification this morning that they have successfully recruited a supply teacher to teach maths and science. Existing ACAD staff will deliver English, expressive arts, social subjects and P.E. Furthermore, they are interviewing two teachers for permanent posts and, if successful, could offer maths, science, P.E. and social subjects by end of October. Unlike the three previous members of staff, both these teachers have knowledge and experience of working with young people with SEBN. Although this is a positive response, I am concerned that this purposeful action took place only after an ultimatum was set.
- There has been partial progress in setting appropriate individualised learning targets for young people. This requires further work especially in relation to the impact of personalised targets.
- Tracking and monitoring pupil attainment and achievement is at an early stage. However, there was marked improvement in the number of qualifications that were gained by pupils last session in comparison to previous years.
- The pace of curricular development continues to be far too slow. The school still urgently requires to introduce new courses and programmes to deliver a broad curriculum.

**Managers of ACAD Education must ensure that all pupils' learning experiences are matched to the pupils' needs and abilities to achieve improvements in attainment.**

- There is little evidence of any progress in addressing this Condition. This has been largely impacted by ACAD's difficulty in recruiting and retaining teaching staff.
- Staff still require to significantly raise expectations of young people's learning.
- There were improvements in attainment in terms of qualifications last session. This was clearly a result of having teachers in post. Since their departure, learning experiences have regressed and this has had a negative impact on young people's progress with their learning especially in maths and science.

**The Managers of ACAD Education must introduce a policy of systematic self-evaluation across all aspects of the school ensuring that staff are aware of and implementing the policy.**

- The newly appointed CareTech head of education has put in place high quality policies and procedures to aid self-evaluation.
- No formal monitoring of learning and teaching has taken place.

**By 31 March 2015 the Managers of ACAD Education must a) review the school's safeguarding policies and procedures and b) ensure that all staff are familiar with the revised procedures and are implementing them consistently across the school.**

- ACAD has met this condition. Following a review, new policy and guidelines are in place.
- Following my initial visit on 22 September, all care and education staff have since had a refresher course on child protection and safeguarding.
- All young reported they felt safe and could approach an adult with any concerns.

**The Managers of ACAD Education may only provide education to a maximum of 10 pupils at the new school provision within Dumfries and Galloway.**

ACAD are currently meeting this Condition.

- The current roll at the new school provision in Dumfries is five pupils.
- Senior managers have agreed that a maximum of 10 pupils is wholly appropriate given the size of the school provision.

## **Summary**

It was clear from the outset of my visit that limited progress had been made in addressing the Conditions above or achieving any of the areas for improvement highlighted in the inspection of September 2015. However, it needs to be acknowledged that difficulty in recruiting and retaining teaching staff has been a major contributory factor to this lack of progress.

Furthermore, I continue to have significant concerns over the capacity for improvement, quality of learning and teaching, knowledge of the curriculum and expectations of young people.

In terms of capacity for improvement, the new CareTech head of education did install some early confidence due to his background within the SEBN sector in England. He clearly has knowledge and experience of this area and a history of running successful schools in England. However, it is too early to see if his leadership and governance has any impact on ACAD's ability to improve and provide better outcomes for young people.

**HMI**

**1 October 2015**

## **Note of Education Scotland visit to monitor progress on Conditions issued to Applied Care and Development (ACAD)**

**Date Of Visit: 22 April 2016**

### **Conditions:**

1. There must be suitably qualified and experienced teaching staff in place at ACAD Education with responsibility for and delivering a broad and balanced curriculum to meet the needs of the pupils at all stages, including a) the setting of learning targets for all the pupils, and b) the tracking and monitoring of all pupil's progress.
2. The Managers of ACAD Education must ensure that all pupils' learning experiences are matched to the pupils' needs and abilities to achieve improvements in attainment.

**There must be suitably qualified and experienced teaching staff in place at ACAD Education with responsibility for and delivering a broad and balanced curriculum to meet the needs of the pupils at all stages, including a) the setting of learning targets for all the pupils, and b) the tracking and monitoring of all pupil's progress.**

ACAD has made good progress in addressing this Condition:

### **Strengths**

- The school has appointed two permanent teachers. This has led to improvements in staff's expectations of the quality of young people's learning experiences and offered increased stability and continuity.
- The recent appointment of suitably trained staff has continued to support the school to deliver a more broad and balanced curriculum. There have been further curricular developments in English, mathematics, social subjects, art, and physical education.
- There has been significant investment in the school since my last visit. In particular, a range of new digital technology is in place to enhance learning experiences
- The school is continuing to develop the use of the significant aspects for learning to assess young people's progress.
- Senior managers continue to develop appropriate tracking and monitoring approaches to monitor young people's progress effectively.
- All young people have learning targets in place suitably linked to their learning needs.
- These developments have improved young people's engagement with their learning, increased school attendance, and reduced the number of exclusions.

### **Aspects for Development:**

- The school needs to continue to develop the curriculum to ensure that young people get their full entitlement to a broad general education and senior

phase. Young people would benefit from more opportunities for personalisation and choice.

- The school needs to develop more community partnerships to enhance young people's learning experiences. In particular, this would provide young people more opportunities to learn in real and relevant contexts.

**Recommendation: Condition is removed.**

**Managers of ACAD Education must ensure that all pupils' learning experiences are matched to the pupils' needs and abilities to achieve improvements in attainment.**

ACAD has made good progress in addressing this Condition:

### **Strengths**

- The school is a much improved environment for learning. Classrooms and communal areas are brighter, purposeful, and generally far more conducive for effective learning to take place.
- The school has invested significantly in resources such as interactive whiteboards. Young people are increasingly accessing digital media to support and enhance their learning.
- Staff are increasingly using active learning approaches to engage young people in their learning. Young people are more motivated and engaged in their learning, their attendance is improving, and relationships across the school are far more positive.
- Overall, staff are providing a caring, safe and welcoming environment for young people. Most teachers and care staff know the young people well, and are sensitive and responsive to young people's individual social and emotional needs. Class sizes remain sufficiently small to allow for learners to get a high level of support from education staff. Most young people often use this level of support well to ask for help appropriately.
- Staff are increasingly confident in understanding and responding to young people's individual needs. They are becoming more adept at providing tasks, activities and resources which are sufficiently challenging.

### **Aspects For Development**

- The school should continue to strive to raise attainment and achievement for all young people. There remains a number of able young people attending ACAD who could achieve more than they are currently doing. In particular, young people at the senior phase should be working towards gaining more National Qualifications and be able to receive accreditation for their wider successes and achievements.

**Recommendation: Condition is removed**

## **Conclusion**

Following my visit last month, I am confident that the school has worked purposefully and effectively to address the Conditions above. Although the school still needs to improve further, I am confident they are moving in the right direction. I would recommend the Conditions are removed with immediate effect.

The school will be inspected again in early 2017. Senior managers are aware that any regression in the school's performance would likely see Conditions being imposed on the school once again.

 HMI  
17 May 2016

**Note of Education Scotland visit to monitor progress on Conditions issued to .**

**Camphill Rudolf Steiner School on 21<sup>st</sup> March 2016**

### **Condition 1**

**The school must by 18<sup>th</sup> March 2016 ensure that all current staff working in the school are members of the Protection of Vulnerable Group ( PVG ) Scheme. Until 18<sup>th</sup> March staff should not be permitted to work with young people attending the school without there being a PVG Scheme member also in attendance at the same time.**

**Camphill Rudolf Steiner School is currently meeting this condition**

- All categories of staff who undertake regulated work have applied for registration on the PVG Scheme.
- 68 PVGs have been issued to all the Foundation Co –Workers
- Applications have been made for all domestic and ancillary staff and for all “familiar adults”, parent helpers and regular contractors.
- Camphill Schools are also in the process of completing retrospective checks for those staff with existing Disclosure Scotland numbers.
- Almost all of the members of staff in these other categories have received their certificates or they are in process.
- There have been no issues of concern identified by Disclosure Scotland for any of the applicants to date.
- Procedures are in place to ensure that no member of staff without a current PVG will work with or supervise children or young people without a PVG member also being in attendance.

## **Condition 2**

**The school must by 18<sup>th</sup> March 2016 in respect of its Recruitment and Retention of Staff Policies and Procedures**

- a) review and update its contents to require that all individuals working in the school are members of the PVG scheme**
- b) operate in accordance with said policies and procedures.**

**Camphill Rudolf Steiner Schools is currently meeting this condition**

- The Protecting Vulnerable Groups –Criminal Record Check Policy has been updated in line with the guidance issued by Disclosure Scotland . This policy encompasses all existing and prospective co-workers and other employees applying for a position in Camphill Schools Aberdeen.
- All staff have been issued with details of this policy and training is now under taken as part of the induction programme for new employees.
- All newly recruited foundation Co-Workers will complete their PVG application forms on day 1 of a 10 day induction course.
- All new Foundation Co- Workers will be supervised when working with children and young people until their PVG certificate is received by the school.

## **Condition 3**

**The school must by 29<sup>th</sup> April 2016**

**Review the schools Challenging Behaviour Management Policy and procedures .**

**Ensure that all staff understand and are implementing said policy. Ensure all staff working with young people at the school are trained in Behaviour Support Strategies (BSS).**

**Camphill Rudolf Steiner Schools is currently meeting this condition.**

- Training both initial and update has taken place for all staff working directly with young people in BSS.
- Training has taken place for almost all kitchen, office and facilities staff in BSS. A date has been set for those unable to attend through illness.
- The training has been carried out by certified trainers .
- Additional training is taking place for in house certified trainers in the use of small holds.
- The school has a new policy on training for all staff on Behaviour Support Strategies.
- Procedures are in place for recording and analysing challenging behaviour. These procedures are currently being reviewed by the school management team.
- An online recording tool is currently being established across school and residences.
- Opportunities for staff de-briefing are in place following all incidents.
- Pupil plans incorporate risk assessments and risk reduction strategies.
- Agencies ,parents and carers are informed of significant incidents as appropriate .
- The management team has briefed the Board of Trustees on the current updated Policy and Procedures
- The management team are aware of and understand their responsibilities in relation to monitoring and managing the consistent implementation of the Policy and Procedures for managing challenging behaviour.

#### **Update Condition 4**

**The school must by 31<sup>st</sup> March 2016 develop and implement a secure entry system that ensures no young person can leave the campus without staff knowledge and that no person from outside the school access the campus without staff knowledge. Until then the school must put in place appropriate measures to ensure the safety and security of children and staff.**

**Camphill Rudolf Steiner School has partially met this condition and should be in a position to fully meet it by Mid May 2016.**

- The school has ordered new security gates for the driveway entering Murtle Estate.
- These gates have been designed and made by a specialist company and will arrive at the school in early April. **These were delayed and had not as yet arrived by the 29<sup>th</sup> April 2016.**
- These gates will take a further 2 weeks to install as building work needs to take place after the gates are in position.
- The security gates will be operational towards the end of April 2016. **Now by Mid May 2016**
- Currently visitors to the grounds are being stopped and challenged as to the purpose of their visit and their destination within the campus.
- Signage, speed restrictions and traffic calming measures are being put in place by the facilities team .
- The school is currently preparing to re-structuring the 2 campus model to move younger more vulnerable children to the Camphill Estate which has very restricted entry , leaving older young people on the Murtle Estate. The school feels that this would further reduce risk,

**I plan to return on the 12<sup>th</sup> May to complete this compliance With Conditions visit.**

  
**Link Inspector Camphill School Aberdeen.**

## Independent Special Schools Annual Engagement Visit Record 2016/17

Name of HMI	Date	Name of HT	Name of Establishment
[REDACTED]	3 <sup>rd</sup> May 2017	[REDACTED]	Camphill School

Professional engagement	<p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>with headteacher</li> </ul> <p><b>Other activities carried out during the visit</b></p> <ul style="list-style-type: none"> <li>Visits to both sites and to classrooms.</li> </ul>
Main Points/Issues Covered	<p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>The school has recently been reaccredited by NAS and the areas for improvement coincide with that of Education Scotland's report which has enabled the headteacher to develop a coherent three year SIP with a focus on the first year in detail. The SIP priorities are around the BGE, Senior phase and SSE. There was one requirement from NAS – to implement a monitoring and assessment procedure.</li> <li>The school has the support of an external consultant, [REDACTED] who is supporting the headteacher address areas for development from Education Scotland's report.</li> </ul> <p><u>Governance</u></p> <ul style="list-style-type: none"> <li>Whilst there is a strong and established Executive team reporting regularly to the governors monthly meetings around CP, Behaviour, standards and H&amp;S the governors are not as yet rigorously holding the executive team to account around impact on learners.</li> </ul> <p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>The head teacher is developing distributed leadership in order ensure that all staff are involved in the development of the curriculum which is based on St Johns /Waldolf curriculum and Curriculum for Excellence. The curriculum rational also incorporates GIRFEC and the 24 hour curriculum and therapeutic approach.</li> <li>The school has Green Flag Awards, Fair Trade Aware, cycling Friendly Awards and undertakes the daily mile, and has a student council that are impacting on the life of the school. They are designing the playground, a bike shed and producing the school handbook as a video.</li> <li>The school has a yearly programme of monitors lessons and reviewing planning.</li> </ul>

	<p><u>Standards of Attainment</u></p> <ul style="list-style-type: none"> <li>• IEP's are in place for learners and the school is beginning to collect data from the outcomes of these plans.</li> <li>• Data is available re SQA, Personal Achievements, John Muir Awards and Duke of Edinburgh awards. The leadership team and beginning to use this to inform SSE and school improvement priorities.</li> </ul> <p><u>Safeguarding</u></p> <ul style="list-style-type: none"> <li>• CP – Using the most up to date guidance. Leads on CP and well trained and staff receive regular updates. All staff are disclosed. There are no learners on the CP register at present.</li> <li>• Bullying - here is a log of concerns but as yet the school is not collecting statistics around this in order to review trends and patterns and put in steps to address this.</li> <li>• Challenging behaviour - logged and the leadership team review regularly statistics around this to better inform interventions.</li> <li>• Complaints - none</li> </ul> <p><u>Priorities for improvement</u></p> <ul style="list-style-type: none"> <li>• BGE</li> <li>• Senior Phase</li> <li>• SSE</li> </ul> <p><u>Capacity for improvement</u></p> <ul style="list-style-type: none"> <li>• The school is well placed to take forward its planned developments and a further visit will be planned for block 3.</li> </ul> <p><u>Other (i.e. learning &amp; teaching; targeted support; GIRFEC)</u></p> <ul style="list-style-type: none"> <li>• The school shared the steps it has taken to ensure that the death of a co-worker did not impact on children and young people. This included a leaflet for learners and staff signposting bereavement services, three reflection evenings for staff and learners to talk about bereavement and the loss of a friend/member of staff, counsellor service, medical team interventions and talks about life and death. The school had also informed parents, EA's, CI and social workers. They were also working with the parents of the co-worker to support a cremation and repatriation of the remains to Brazil.</li> </ul>
<p>Further Action Required</p>	<ul style="list-style-type: none"> <li>• The school should ensure that if there are any further deaths of staff or learners that the Registrar is informed.</li> <li>• The school was asked to consider the following for inclusion in the SIP which were recommendations from the recent Education Scotland report, governance, MFL and digital learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Consider collecting statistics around bullying to inform action required to address issues</li> </ul>
<p>Other Comments</p>	<ul style="list-style-type: none"> <li>• The school has developed one class of young children made up of 50 % children with ASN placed by EA's and social work and 50 % children whose parents pay a fee for Waldorf education. This is providing the school with the opportunity for an integrated class and relevant peer groups. It hopes to have a second "mixed" class in August 2017.</li> <li>• The school has developed a young adults service and hopes over time that one site will be for young adults, the kindergarten for staff children and the public medical service and the other purely for school aged learners.</li> <li>• Advice was given on curriculum planning to ensure that the 4 contexts and 7 entitlements are evident. The development of a curriculum map was also discussed in order to evidence what the school expects learners to achieve by the time they leave school.</li> <li>• Advice provided on teachers' yearly planning formats and the need for the leadership team to have a strategic overview.</li> <li>• Advice provided on data collection methods.</li> </ul>
<p>Details of any recent inspection by the Care Inspectorate</p>	<p>Education Scotland inspection <u>2015</u>  CE1 2016 (Feb)  CE2 <u>2016 (Dec)</u></p>

## Independent Special Schools Annual Engagement Visit Record 2016/17

Name of HMI	Date	Name of HT	Name of Establishment
[REDACTED]	15.03.17	Principal: [REDACTED] Head of Educ: [REDACTED]	Daldorch House School (National Autistic Society)
School role	<p>The school has 21 children and young people at present.</p> <ul style="list-style-type: none"> <li>• [REDACTED] BGE [REDACTED] move into the age for senior phase this session however the school has chosen to continue with BGE this session.)</li> <li>• 11 x senior phase (have children aged 20 within this group who are transitioning out.)</li> <li>• [REDACTED] lifelong learning – tutor-led. Local Authorities want these children to stay until they are 21.</li> </ul>		

Professional engagement	<p>Meetings</p> <ul style="list-style-type: none"> <li>• [REDACTED] (Head of Educ.) and [REDACTED] (Lead PT). Principal [REDACTED] was present for part of the meeting.</li> </ul> <p>Other activities carried out during the visit</p> <ul style="list-style-type: none"> <li>• Tour of school as this was HMI's first visit as link inspector</li> <li>• 1 x class observation</li> <li>• Introduction to key staff including senior Ed Psychologist and Head of Care.</li> </ul>
Main Points/Issues Covered	<p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>• <b>See Care Inspectorate section below.</b></li> <li>• An action plan is in place to enable the staff to work with HGIOS 4. The plan enabled the whole staff team to evaluate a specific QI with a programme scheduling the QI's over the course of the year. Safeguarding has begun and Leadership of Change is next with the rest to follow. However, there are no HGIOS4 links identified within the SIP and this work is being undertaken in complete isolation. [REDACTED] provided advice and guidance on how best to use HGIOS4 to support school self-evaluation process and the SIP priorities. The leadership team responded very positively to this input and recognised the need to use the QI's in a more planned, purposeful way.</li> <li>• For the first time, the whole education team have been involved in the development of the SIP. Previously this had only been undertaken by the leadership team. Staff have particularly welcomed being involved in working groups and have been enthused by this way of working. It is helping the whole staff</li> </ul>

team to develop their understanding of the curriculum.

#### Governance

- The NAS are currently receiving weekly reports from the school in relation to the recent Care Inspectorate down-grading of their inspection grades following multiple complaints. (See below).

#### Curriculum

- See 'priorities for improvement'

#### Standards of Attainment

- [REDACTED]  
[REDACTED] The scope for participation in such awards has been broadened to enable more young people to benefit.

#### Safeguarding

- A working group has been established to look in detail at Safeguarding. This group have evaluated safeguarding as 'weak' using HGIOS 4 Q1 2.1. Having just met last week, their next step is to prepare an action plan. Some discrepancies between national and local policies has been identified by the group and this needs to be clarified for staff.
- The Managing Challenging Behaviour group (led by Jane) have all undertaken 15 days training in Studio 3 and are now qualified as Studio 3 assessors. They will undertake annual refresher training and are now able to train other members of staff. From next week written behaviour plans will be discussed at every team meeting. During the following two weeks there will be physical sessions. They have also trained agency staff however this has resulted in some being more reluctant to work with them as they don't want to take the risk when using this approach.
- The Managing Challenging Behaviour group reviews all recorded behaviour incidents (Restrictive Physical Intervention) fortnightly and meets the relevant staff for a debrief using a structured questioning format. As a result of this new approach they have received positive feedback from staff who report that it has helped them to improve their practice and has increased their confidence.
- The NAS have introduced the use of 'Reflective Supervisions'. Safeguarding forms part of this process. This sets new parameters for staff. Every staff member is to get 4 or 5 Reflective Supervisions per year in addition to their annual appraisal and mid-year review.

#### Priorities for improvement

- The school provided several documents to [REDACTED] prior visit: SIP 2016/2017, HGIOS 4 action plan, Education Action Plan, Accreditation pathways action plan. These included some references to the HMI improvement areas identified as a result

of their inspection in June 2016:

- Continue to develop opportunities to accredit young people's attainment and achievement.
- Provide more opportunities for young people to engage in active learning to increase their motivation and engagement
- Continue to develop the curriculum in line with national guidance.
- Some progress was identified in relation to accreditation. Staff have identified a number of opportunities where there was potential for accreditation and these are being taken forward e.g. they're being able to 'piggy-back' onto East Ayrshire's Duke of Edinburgh Award scheme, the use of Saltire Youth Awards is being reinstated and participation in the RSPB Bird Watch. Utilising the specific skills of staff members e.g. hiking, bespoke activities have been developed to enable accreditation. [REDACTED]
- A programme to provide more opportunities for young people to engage in active learning is being taken forward through the Forest School approach. Staff training has been provided by external providers and shelters constructed in the meadow. Young people will participate in 7 sessions based around the wellbeing indicators. Staff continue to explore opportunities for accreditation linked to outdoor learning.
- Consideration has not been given to how the expansion of the use of accreditation and the outdoors is impacting on the curriculum itself. Discussion took place with regards to how these might fit into the curriculum rationale and learning pathways to ensure skill progression.
- Three teachers are attending STEM training next week.

#### Capacity for improvement

- Significant issues around staffing are impacting on the school's ability to drive forward improvement. The education team currently comprises: [REDACTED] (Lead PT), [REDACTED] (PT) and class teacher [REDACTED]. There is 1 tutor, 3 classroom assistants and 12 support assistants. [REDACTED] (Lead PT) [REDACTED] (Head of Educ./Depute Principal) intends to pick up what she can of [REDACTED] role, however she is already being pulled away from her education duties due to the current situation within the care setting calling her capacity to manage this into question. (See Care Inspectorate section below). [REDACTED] is currently not class committed and the PT [REDACTED] has just one day out of class per week. They have so far been unsuccessful recruiting a temporary teacher and are currently understaffed as a result. To try and encourage applicants, this post is to be advertised as a permanent. This will be advertised over the Easter break.
- The school has had 4 months without a Head of Care or interim

Head of Care.

- The Education Team has been expanded in response to a previous inspection when the impact of classroom assistant rota changes was identified as negatively impacting on consistency for learners. Classes now have consistent Classroom Assistants. This has, however, led to some friction between staff teams (Care/Education).
- The leadership team continue to feel disappointed by the HMI inspection in June 2016. They feel that they have made progress with these children, particularly in enabling them to access education and that this was not acknowledged by the inspection team. Discussion around this enabled the team to reflect on how they track and record progress. They identified the need to evidence this more effectively.

Other (i.e. learning & teaching; targeted support; GIRFEC)

Teachers undertake planning, assessment and reporting across BGE and senior phase. Classroom Assistants deliver learning during the holidays using these plans.

- Young people were observed to be well-supported in class with 1:1 support. Good use was made of visual timetables to support transitions. During direct teaching, one young person was encouraged through the use of effective questioning to complete a record of what he had eaten and drunk that morning. Links were made to numeracy and he was able to complete the written task independently without prompts. During the time of the visit, all children within the school building and in the grounds were calm and responding appropriately to the adults around them.
- GIRFEC: Plans to progress the use of My Progress File to streamline the use of wellbeing indicators has stalled due to staffing issues. The working group have been unable to meet as planned in order to take this development work forward.
- DIGITAL: Little progress has been made with regards to increasing the use of digital technology as suggested within the inspection. The use of smartboards has been increased and one young person was using the computer when visited classes. Outdoor learning has provided opportunities for developing the use of photography. Difficulties with WiFi strength, damage to resources and ipads being reconfigured were all mentioned as challenges to this.

Further Action  
Required

directed the team to the GTC website with regards training for non-teaching staff. In addition will seek further guidance on staffing (teaching/non-teaching) and feed back to

Other Comments	<p>A number of internal transitions are taking place at the moment which require adaptations to be made within the accommodation block. These are proving lengthy and staff are aware of the potential impact on young people (both in care and education) while this is being taken forward.</p>
Details of any recent inspection by the Care Inspectorate	<p>Joint inspection undertaken with HMI in June 2016. At that time given 'good' in all categories. This was an improvement on the previous inspection (Nov 2015) when Care and management and leadership were 'adequate' however, following multiple complaints in relation to the impact of lack of staffing, the Care Inspectorate met with [REDACTED] on 13.01.17. Following this lengthy 5 hour meeting [REDACTED] also spoke with 2 local authorities in relation to these complaints. As a result:</p> <ul style="list-style-type: none"><li>• Quality of Care and Support downgraded from 4 to 3</li><li>• Quality of management and leadership downgraded from 4 to 2</li><li>• 2 requirements put in place</li><li>• An action plan has been prepared</li><li>• They are reporting weekly to NAS</li><li>• Staff morale has been negatively affected</li><li>• [REDACTED] as depute principal, in addition to her Head of Education role, is having to spend more time in relation to this, reducing her availability for her education role.</li></ul>

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**Daldorch House School  
Staffing level update  
4 May 2017**

**Report by:** [REDACTED] HMI – link inspector

Following BCRSS visit on 15.03.17 concern was raised in relation to:

- Care Inspectorate downgrading inspection findings in January 2017 following multiple complaints
- Education service operating understaffed

Following discussion with [REDACTED] (AD) and [REDACTED] (Lead Officer) it was agreed that [REDACTED] would make contact with the school at the start of May to determine progress in relation to a planned recruitment drive in April. This was undertaken on 4.05.17.

Following a request by [REDACTED] (Lead PT) for advice about IEP's, [REDACTED] contacted [REDACTED] by telephone on 4.05.17. During this conversation the following was confirmed:

- An unannounced inspection took place on 16 March by Care Inspectorate. (Report just published) Report focuses specifically on requirements contained within inspection report (17 June 2016) and subsequent visit in response to complaints on 27 January 2017.
- Re-graded from June 2016 inspection:
  - Care and Support downgraded from 4 (good) to 3 (adequate)
  - Management and leadership downgraded from 4 (good) to 2 (weak)

Requirement	Action	Outcome
1	Having suitably qualified and competent persons working in care service	not met
2	Ensure staffing levels maintained at all times	not met
3	Must notify Care Inspectorate promptly of any serious unplanned events which had potential to cause harm or loss, physical, financial or material	not met
4	Must ensure that young people receive quality care and support that minimises incidents and deals with them effectively	not met
4	Must notify Care Inspectorate of any concerning incidents/accidents	Not met

Recommendation	Action	Outcome
1	Monitor staff deployment closely to ensure sufficient staff on duty at all times	Good progress
2	Give priority to ensuring regular review of care planning and associated documentation	Some progress
3	National Autistic Society should take steps to ensure that young people using the service have access to	No progress

	other agencies and services who can support them	
4	Improve staff retention	Some progress
5	National Autistic Society should improve recording systems to ensure that record of incidents is maintained	Some progress
6	When preparing to move to adult settings, ensure process of engaging social work and other agencies starts early enough	Have agreed temporary variation in school's conditions

### Education staffing

- The school is currently understaffed by 1 full-time teacher.
- [REDACTED] (Lead PT) [REDACTED] in the summer. There are no plans to replace her [REDACTED]
- [REDACTED] (Head of Education, Depute Principal) previously indicated that she would try and pick up what she could of [REDACTED] work however [REDACTED] dual role means that she is heavily involved in addressing the requirements of the Care Inspectorate report, leaving little time for her education role.
- An advert for a teaching position closes this week. There have been three enquiries so far however; 1 unsuitable, 1 from England and not GTC registered and the other from Canada so GTC registration needs to be checked. Position looks unlikely to be filled. [REDACTED] also indicated that Ayrshire currently have 700 teacher vacancies.
- As a result of [REDACTED] leaving and unsuccessful recruitment, the teaching staff will be reduced to **1 full-time PT and one part-time teacher** (3 days per week.) from August.

**Current roll is 22.** (2 have just started and there is another potential youngster visiting this week.)

### Planning

- [REDACTED] hopes to leave effective systems in place for staff to use in her absence. [REDACTED] highlighted this is a strength at link inspector meeting in March and there appeared to be a reliance on this for supporting staff in [REDACTED] absence next year.)
- [REDACTED] sought guidance from [REDACTED] about new draft IEP's, having sent copies of initial thoughts to [REDACTED] in advance of call. Draft 'IEP's did not contain any of the key features normally included in an IEP and were just generic planners. [REDACTED] used CfE Briefing 13 about IEP's as the basis for discussion with [REDACTED] (and sent her a copy at the start of the conversation). During this conversation the following points were made by [REDACTED]
  - There is currently no link between education and care.
  - She feels that this would be difficult to achieve due to the current situation.
  - She realised as a result of the discussion that they have moved too far away from approaches used in the past.

## Summary of concerns

- Anticipated reduction in teaching staff from August 2017 to 1 x full-time PT and 1 x part-time teacher (3 days per week)
- Significant lack of understanding of planning for learning using IEP's evident during conversation with [REDACTED] but reliance on effective paper-work systems to support staff in [REDACTED] absence.
- [REDACTED]
- Need to address Care Inspection requirements is diverting Head of Education from education-related duties

## Next steps

[REDACTED] expressed concern regarding the staffing situation and advised Jane that she would be discussion this with her line manager. (NB: No direct contact with [REDACTED] (Principal) or [REDACTED] (Head of Education) in relation to this update as yet.

[REDACTED] provided update report [REDACTED] and [REDACTED] for consideration of need to apply conditions to registration with respect to staffing levels.

## Daldorch House School

### Conditions imposed on registration

#### Progress report

#### Background

[REDACTED] from Registrar of Independent Schools' office wrote to the Chief Executive of the National Autistic Society in respect of Daldorch House on 9<sup>th</sup> May 2017. This communication imposed the following conditions to registration:

- *The school must, by 8 August 2017, have sufficiently suitably qualified and experienced teaching staff in place to deliver a broad and balanced curriculum to meet the needs of all pupils at all stages; and*
- *Until the revocation of the foregoing condition by the Scottish Ministers, the school's maximum roll will be reduced from 48 to 22.*

#### Progress meeting

[REDACTED] on HMI (Link Inspector) and [REDACTED] HMI (Lead Officer for Special Schools') visited Daldorch School on 25<sup>th</sup> July 2017 and met with [REDACTED] (Principal). The purpose of this visit was to determine the progress the school has made in overtaking these conditions prior to the 8<sup>th</sup> August deadline.

The meeting confirmed that following action has been taken by the school:

- Following a successful recruitment process:
  - an additional teacher has been appointed to a full-time permanent position. This new teacher is due to start on 7<sup>th</sup> August 2017. (A signed contract was made available to verify this.)
  - an offer was made to a successful candidate for a temporary position [REDACTED] Despite having initially verbally accepting this offer, the candidate subsequently withdrew.
- An existing part-time teacher is increasing their working time from 3 days per week to full-time.
- The Head of Education will teach 2 mornings per week.
- A schedule outlining how lead principal teacher responsibilities will be devolved across the staff team has been developed ready for implementation in August.

#### Outcome of meeting

In light of the prompt and appropriate action taken by the school the following action will be taken:

- [REDACTED] to provide a report to the Registrar, recommending that conditions be lifted.

- [REDACTED] to visit the school in October to review progress in relation to implementing the plans listed above. [REDACTED] is aware that, should circumstances change, there is the potential for the need for conditions to be revisited.

[REDACTED] HMI  
25<sup>th</sup> July 2017

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

# Independent Special Schools Annual Engagement Visit Record 2017/18

Name of HMI	Date	Name of HT	Name of Establishment
[REDACTED]	27.10.17	Principal: [REDACTED] Head of Educ: [REDACTED]	Daldorch House
<b>School Roll</b>	<p>The school has 21 young people at present.</p> <p>BGE: [REDACTED] Senior Phase [REDACTED] Lifelong learning (tutor led): 14</p>		
<b>Professional engagement</b>	<p>Meetings</p> <ul style="list-style-type: none"> <li>Meeting with [REDACTED] Principal.</li> <li>Meeting with [REDACTED] and new teacher [REDACTED]</li> </ul> <p>Other activities carried out during the visit</p> <ul style="list-style-type: none"> <li>Restricted as a result of an emergency fire alarm evacuation</li> </ul>		
<b>Key Points/Issues covered</b>	<p><u>Leadership/staffing</u></p> <p>In advance of the meeting [REDACTED] advised [REDACTED] that there were currently significant levels of absence, involving key members of education staff. Further clarification about the length of absence and the impact on educational provision was provided during the meeting.</p> <p>The level of absence described below has been in place for the last 3 to 4 weeks.</p> <p><b>Head of Education:</b> [REDACTED]</p> <ul style="list-style-type: none"> <li>Day to day management of the school now being undertaken by [REDACTED] (Senior Ed. Psych. and head of support for learning)</li> </ul> <p><b>Lead PT:</b> [REDACTED] until June.</p> <p><b>PT:</b> [REDACTED]</p>		

[REDACTED] identified the need to begin to address succession planning. [REDACTED]

**Teacher:** [REDACTED]

**Teacher:** [REDACTED]

- Joined staff team August 2017. He trained in Scotland and worked briefly in a secondary school in Kilmarnock prior to his appointment. He has a science background. The majority of his teaching experience has been in London and abroad. Despite being inexperienced, at the time of the visit, [REDACTED] was covering all of the above teaching absences, supported by the tutor and the classroom assistants and other members of staff. He is being provided with time out to plan and prepare resources. [REDACTED] has requested that he visits another NAS school to help support his development, however due to the distance and time involved, this is impossible to facilitate at present.

**Tutor:** [REDACTED]

**3 x Classroom Assistants**  
**12 x Support Assistants**

[REDACTED] has been impressed by [REDACTED] response to the demands being place on him at the moment. [REDACTED] and she feels that this has helped him understand the children and their needs.

[REDACTED] described the current educational provision as being very similar to how the school operates over the summer break. She feels that they are managing and, prior to our discussion, hadn't intended to address these 3 significant absences using supply cover. She planned to review this at Christmas. [REDACTED] challenged this, stressing the importance of the educational entitlement of the young people. With 3 to 4 weeks team absence already, the potential for this level of absence to continue until Christmas is concerning and needs to be addressed.

A plan to devolve the Lead PT duties during [REDACTED] leave was developed as part of the actions taken to address the conditions applied to registration earlier in the year. These were shared with [REDACTED] and [REDACTED] when they visited the school in August. The school's plans to devolve the Lead PT responsibilities during her [REDACTED] this session took account of the need for [REDACTED] to

participate in 'team teaching' and 'peer mentoring' weekly with the PT to ensure the development of his skills and knowledge. There is currently no senior education staff to monitor and support him and he has sole responsibility for the planning and delivery of the curriculum. The loss of the physical presence of [redacted] additional staff members is significant and could put young people and staff at risk. [redacted] strongly advised that absence cover be sought.

#### Governance

- There is currently no National Autistic Society Director of Education and [redacted] current acting line manager is currently winding down. All Principals are meeting on 8<sup>th</sup> November to discuss this vacancy and what they want the role to look like.
- She's concerned that the rest of the schools are English and is conscious of the difference between the Scottish and English education systems. She feels that Education Scotland, through the link inspector role, can provide the Scottish perspective for her. [redacted] identified features common across both the English and Scottish systems which would be pertinent to the role of Director – particularly in relation to ensuring raising attainment and achievement.
- [redacted] has informed the NAS about their current staffing situation. No additional support/requests for action have been given from the NAS in relation to this. She is conscious that there are potential implications arising from the recent conditions applied (then subsequently removed) from registration as a result of this level of absence. As a result of this visit, [redacted] will discuss the current situation with her Lead Officer in this regard.

#### Curriculum

- The children are currently experiencing significantly less teacher input than would be the norm. When [redacted] has planning time, the classroom assistants support the young people's learning. The focus has been on enjoyable tasks, as would be the case during the summer holidays.
- The staffing structure is similar to a holiday time but the curriculum is going ahead and including some group activities. Hopefully all learning is enjoyable but the implication that core learning is not being addressed is incorrect. The Classroom Assistants and Tutor are highly experienced in delivering this and working expertly with these complex young people.
- [redacted] has developed approaches to implementing the curriculum by utilising the specific interest of individual young people. This has resulted in significantly increased levels of engagement. Some Support staff have found it challenging to recognise these activities as core learning and addressing the curriculum as they are more familiar with table-top tasks. This identified a need for further staff training.

- [REDACTED] is developing the use of tablets by staff to ensure the capture of evidence to support national qualifications. It is hoped that this will improve overall tracking and monitoring across both education and care. In a recent meeting with the staff team, led by [REDACTED] the need to up-skill staff in what good evidence looks like became evident. He feels well supported by the Speech and Language Therapist [REDACTED] and the Acting Assistant Psychologist [REDACTED]. He feels that they could support him in taking this forward with them.

#### Standards of Attainment

- The school achieved 94 x National 1's and 1x National 2 last session [REDACTED]
- [REDACTED]
- Plans to utilise the Duke of Edinburgh Awards have not been progressed due to the staffing difficulties.

#### Safeguarding

- Previously, the school had audited safeguarding using HGIOS24 and this had raised a number of concerns and this had been discussed during a previous visit. [REDACTED] asked for an update on progress and if safeguarding is still a concern. [REDACTED] explained that, as a result of the significant work that has been taken to address the Care Inspector's requirements over the past year, progress has been made and that staff feelings around safeguarding were improving.
- There are no current child protection concerns/actions.
- Due to the fire alarm going off during the visit [REDACTED] participated in an unannounced evacuation. Staff and young people were observed to evacuate the building calmly and assembled in their assigned areas. Staff had registers and checked these. Fire wardens were in place, with high viz vests at assigned posts e.g. manning the gates to provide emergency service access. Emergency services are automatically contact and attended the scene. One member of staff entered the building prior to the building being checked. [REDACTED] noted this. She also advised that PEEP's are in place.

#### Priorities for improvement

- No development work is currently being undertaken.

#### Capacity for improvement

- The school has currently no capacity for improvement. [REDACTED] described the school as 'just holding it together'. I said that we are holding it together, not "just", which is quite different. The level of expertise and standards of delivery of the CAs and the tutor should not be underestimated. Education Team meeting continues each week and this provides opportunities for development. I have witnessed some good

	<p>professional dialogue here. All members of the team are involved and participate and use this time to discuss learning activities as previously described. [REDACTED] has now returned and will contribute further to this.</p> <p><u>Other (i.e. learning &amp; teaching; targeted support; GIRFEC)</u></p> <ul style="list-style-type: none"> <li>• They are currently streamlining the NAS 'My Progress Framework'. This includes GIRFEC wellbeing indicators and includes academic information.</li> </ul>
<p>Further Action Required</p>	<p>Staffing:</p> <ul style="list-style-type: none"> <li>• [REDACTED] to seek supply teachers to cover absence –at this time.</li> <li>• [REDACTED] to report and discuss the information regarding staffing levels to her Lead Officer and any potential implications regarding the recent removal of conditions to registration (as agreed at the meeting in August between [REDACTED] and [REDACTED]).</li> </ul> <p>Support for new teacher:</p> <ul style="list-style-type: none"> <li>• [REDACTED] to seek potential links with other schools –</li> <li>• [REDACTED] to speak to Lead Officer to seek potential links</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>• [REDACTED] to forward a copy of '<i>Learning in Care</i>' Activities for professionals who work with children in residential care to help support the development of skills in literacy, numeracy and health and wellbeing' to [REDACTED].</li> </ul>
<p>Other Comments</p>	<p>[REDACTED] reflected on a long, difficult period of time. She feels that, had this staffing situation happened this time last year, the school would not have been able to cope. As it is at the moment the school is 'holding on'.</p> <p>The adoption of the Scottish Living Wage has increased staff morale and staff now seem to have a more positive outlook. There has been a culture of staff either moving on quickly or staying for a very long time. A further 14 care staff have just been appointed and are about to undertake their induction training. They plan to recruit on a rolling basis with further recruitment planned for March and June.</p>
<p>Details of any recent inspection by the Care Inspectorate</p>	<p>As a result of complaints, an unannounced inspection was undertaken on 16 March 2017. This resulted in a downgrading of the inspection grades awarded in 2016.</p> <ul style="list-style-type: none"> <li>• Care and support was downgraded from 4 to 3 (adequate)</li> <li>• Management and leadership was downgraded from 4 to 2 (weak)</li> </ul> <p>A further unannounced inspection was conducted on 2 August 2017. This resulted in all grades being graded as 4 (good).</p> <p>Two requirements arose from this inspection:</p> <ul style="list-style-type: none"> <li>• Ensure that staffing levels are maintained at all times</li> <li>• Ensure approaches to care and support allow for prompt and</li> </ul>

effective follow-up to incidents

Five recommendations:

- Access to other agencies
- Improve staff retention
- Review approaches to risk assessment
- Develop more evaluative approach to daily records
- Improvements in private living space not to encroach on group living activities