

# Treloar School

Inspection report for residential special school

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<b>Date of last inspection</b>	4 March 2008

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## **Service information**

### **Brief description of the service**

Treloar School is a non-maintained special school, approved by the Department for Children, Schools and Families for the care and education of young people aged seven years to 19 years with physical disabilities. Students attend the school from all over Britain and sometimes abroad. The students are accommodated in five separate boarding houses or attend on a daily basis. The school site is extensive, and there is a wide range of facilities which all students are able to access. The school has a medical centre staffed 24 hours a day and medical professionals also visit the school. The school has a team of therapists providing services for students that include physiotherapy, occupational therapy and speech and language. There are also rehabilitation engineers, caterers and a transport department on site. The school provides a specialist service and affords pastoral care to a high standard.

### **Summary**

The inspection was a full key inspection and announced. The sections being healthy, staying safe, enjoying and achieving, making a positive contribution and organisation were inspected. The section economic wellbeing was not assessed on this occasion. There were no areas recommended for improvement at the last inspection and no recommendations are made as a result of this inspection. The pastoral section of the school is managed and organised to a high standard and affords an equal standard of care to the students.

The overall quality rating is outstanding.

This is an overview of what the inspector found during the inspection.

### **Improvements since the last inspection**

There were no areas recommended for improvement as a result of the previous inspection.

### **Helping children to be healthy**

The provision is outstanding.

The school has a medical centre with a team of nurses who provide 24 hour cover to the students. All nurses are registered with the Nursing and Midwifery Council and their current 'pin' registration numbers are in evidence. The school's senior nurse manages the nursing team, who describes receiving excellent support from the school's medical officer who visits the school twice weekly. All students are registered with the School Medical Officer. Established systems are in place as part of the student referral process for obtaining health related information on prospective students. Multi disciplinary assessments are carried out prior to students commencing at the school. Records are available to confirm this process. Such records include medical reports, and reports from the occupational therapist, physiotherapist, speech and language therapist, and education departments. Care staff are trained by the school nurses in the administration of invasive procedures and staff training records are in place to confirm this. The training includes gastrostomy training and bladder and bowel management. Staff are also trained in the administration of certain prescribed medications, such as eye and ear drops, and the application of certain creams. Records seen in boarding houses in relation to these are completed and approved by the school medical officer. Individual records evidence a detailed protocol as well as tube feeding regime procedures. The school has a comprehensive health and medication policy and procedure. Medication is securely held in locked cabinets. Written parental consent forms for medical treatment and the administration of medication are obtained and in evidence.

The school has an infection control policy and a draft pandemic flu policy has been drawn up. The senior nurse is able to describe how the policies link in with the school's PSHE programme and the school runs health awareness campaigns linked into nationally recognised campaigns. A health promotion board is available in the medical centre, which shows the school's current campaign is on the awareness and treatment of head lice. The school nurse said there is excellent communication with all departments across the school. Multi disciplinary meetings are held termly and there is a co-ordinated approach to monitoring and addressing the health needs of students. There are first aid trained staff in each boarding house and a list of such staff is in evidence. Accident records are held and evidence monitoring by the head of boarding. A student PSHE programme is in operation and topics covered include personal health, puberty and personal development, drugs education, and sex and relationships. The school uses external agencies to support the programme delivery and on day two of the inspection the police were talking to students about personal safety. Annual review reports seen contain medical reports which show that the routine and specific health needs of students are being addressed, e.g. up to date dental, hearing, vision, podiatry checks, and height and weight monitoring. The reports also show students' immunisations to be kept up to date. There is close monitoring of students' health needs within the boarding houses. Bowel and bladder monitoring charts and individual nursing care plans are drawn up when necessary and are in evidence. Night observation records are also held for those students who require close monitoring during the night. Students report they are encouraged to eat healthy meals and healthy options are available at meal times. The dietary needs of individual students are overseen by a nutritionist/dietician. The school has achieved the 'Healthy School's Award'. Students are provided with regular opportunities and are encouraged to exercise. Activity programmes are held in boarding houses and students participating in a range of activities is evident. A 'Health Awareness' day for staff is scheduled to take place during the staff training week.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The school has a policy and procedure regarding privacy and confidentiality, which gives staff clear guidance in this area. The school also holds information regarding the Data Protection Act. Telephones are available for the students use which are positioned at private locations and which they can use without reference to staff. Toilet and bathing facility door locks are of the type that can be opened by staff from the outside in the event of an emergency. Confidential information is securely held in locked cabinets and drawers within locked offices. Students are clear that staff would hold any information about them in a confidential manner and that staff also had full regard for their privacy and dignity in all aspects of daily living including their personal care. Observation during the inspection confirm that students are treated with dignity and respect and that the school strikes a realistic balance regarding pupils' autonomy and privacy which is clearly acknowledged and appreciated by the students. The school has a comprehensive complaints policy and procedure and a staff whistle blowing policy is also held. The school's complaints book is available and shows that any complaint is taken seriously, investigated thoroughly and evidences action taken and outcomes. Recording is clear and detailed. Students said in discussion that they know how to make a complaint and who to contact if they have any worries or concerns. Students said in discussion that they have no complaints about the school or about the way staff treat them and that they fully enjoy life at the school. The substantial majority of questionnaires received from parents evidence clear satisfaction in all areas of provision, though a small minority thought that communication between the school and parents could be improved and that students' health care arrangements

enhanced. The school's arrangements in this area show that parents and students have unrestricted access to the relevant procedures and that any issues are taken seriously and investigated thoroughly by the school. The school has recently revised its child protection and safeguarding procedures and forwarded them to Hampshire County Council Multi-Agency Safeguarding Board for approval. Staff are aware of the procedures and where they can be accessed. The school also holds the Hampshire County Council Multi-Agency Safeguarding procedures and associated child protection guidance. Boarding staff receive child protection training at induction and receive refresher training periodically. The school's head of boarding is also the designated Child Protection Liaison Officer (CPLO) and is due to attend updated child protection training in May 2008. The content of this training will then be cascaded to the rest of the boarding staff team. Students are made aware of personal safety issues as part of the school's curriculum and the local Community Police Officer is due to give a talk to the students regarding their personal safety and danger awareness. The school follows the correct notification procedures regarding child protection issues and fully cooperates with the statutory child protection processes. Students in discussion said they feel safe in the school and are appreciative that staff take their protection and wellbeing seriously. Student advice and help lines are displayed around the school. Staff are observed to be vigilant in the supervision of students and monitor their movements and activity appropriately. Such arrangements help to ensure students' safety and wellbeing and make them aware of potential risks in this area. The school has a clear policy and procedure regarding anti-bullying of which staff are aware. Staff said that bullying is not an issue in the school and students also confirm this in discussion adding that staff would be quick to detect such activity and act promptly to address it. No bullying or intimidating behaviour among the students is evident and the school provides a homely, friendly and relaxed atmosphere where students are observed to get on well with each other and are compassionate and supportive in their interactions with one another. The school's policy and procedure regarding students who become absent without authority is available and gives clear instructions to staff should any such absences occur. The head of boarding said there have been no absconders from the school for many years. The excellent level of care and support students receive helps reduce the likelihood of any unauthorised absences or absconding occurring. The school has a comprehensive behaviour management policy and procedure which covers a range of areas. Staff are aware of the policy. All staff receive training in behaviour management at induction and periodically afterwards. The boarding house's sanction books are available and show clear and detailed recording and that only permitted sanctions are used. Physical restraint is not used and this is confirmed by students in discussion. Students are also clear that the school has fair and reasonable standards of discipline and that students enjoy living within the school's routines and behavioural boundaries. There are excellent relationships between staff and students with sound bonds and mutual trust and respect evident. There is a high level of communication and engagement coupled with good humour and good natured banter. Staff are very attentive to students' individual needs and work with them in a sensitive, compassionate and caring manner. Staff are highly committed to the students and observations of students during meal times, activities and boarding house routines and aspects of daily living suggest the care and relationship inputs give students confidence and help them to come to terms with their individual disabilities. Students in discussion and via other forms of communication impress as confident and make a valid contributions to meeting forums. Students respond well to staff requests and instructions and no issues regarding behaviour management or control are evident. The school has excellent arrangements in the area of relationships and behaviour management which allow students to live and develop in a very caring and supportive environment which promotes independence and very importantly encourages students to come

to terms with their individual disabilities. The school has a comprehensive health and safety policy and procedure and the health and safety 'law' poster is prominently displayed. The health and safety manager trains staff in a number of health and safety areas and each boarding house has a health and safety representative who reports any health and safety and maintenance issues to the health and safety manager. There is evidence of a full health and safety audit being carried out by an external health and safety company on an annual basis, the most recent in June and July 2007. Fire evacuation drills and fire alarm tests occur on a regular basis and there is evidence of testing and servicing of fire fighting equipment and emergency lighting. All staff receive fire awareness training and three staff undertook fire marshal training in January 2008. There are current safety test certificates regarding gas, asbestos and legionella. There are a wide range of written risk assessments that evidence ongoing review and updating as appropriate. No safety hazards are evident in the areas of the school accessed during the inspection. The school's arrangements regarding health and safety help protect students and staff from the inherent risk of fire and other potential hazards. The school has a staff recruitment policy and procedure and an equal opportunities policy statement is also held. The sample of staff and volunteer personnel files inspected show that all required details are held including a minimum of two written references and checks via the Criminal Records Bureau at enhanced level. Visitors to the school sign the visitors book and are issued with identification badges. The school's recruitment and vetting procedures are sound and help ensure that only suitable staff are appointed to look after and care for the students.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Year 11 students spoken to confirm being able to access their classrooms outside of the school day in order to study for exams and complete homework. They also describe being able to do their homework within the boarding houses and receive support from care staff regarding education and learning activities. The younger students do not routinely have homework as the school day is a long one for them and the majority are tired at the end of the day. All students are provided with their own personalised computers. Records evidence care reports compiled for students and annual reviews and individual education plans (IEPs) are held on student files within boarding houses. Individual targets are set for students and special educational needs statements are also held. There are half termly individual education plan meetings attended by the care co-ordinators where targets are reviewed. Care co-ordinators and care managers attend students' annual reviews and records available confirm this. Annual review reports and individual targets set show that students are encouraged to be as independent as possible in all areas of their lives. The head of boarding said care staff are aware of such plans and targets and are working closely with students to achieve their individual education plan targets. There is excellent overall provision at the school which ensures co-operation and collaboration across departments for the benefit of students and their education. Students confirm having excellent relationships with the staff at the school and describe receiving extremely good individual support. A small number of students who had started in September 2007 reported being homesick at times but said that staff had helped them during these periods. There are independent helpline contact details provided adjacent to student telephones and the names and contact details of the school's independent persons. New students could not recall having met either of the persons concerned. Records show that there are plans drawn up for all students addressing their needs on an individual basis. This includes plans for providing personal care, handling profiles, feeding guidelines, guidelines for sleep systems, tube feeding regimes, and nursing care plans. All students have a named occupational therapist. There is

excellent individual support provided for students across the school according to their needs. Students are, however, encouraged and enabled to be as independent as possible. Communication and mobility aids play a large part in facilitating this process, and wheelchairs and communication aids are designed to meet students individual requirements.

### **Helping children make a positive contribution**

The provision is outstanding.

Students said in discussion that they are consulted and listened to by staff via the range of communication forums provided. There are weekly meetings within the boarding houses which provide students with an opportunity to express their views, and there is a school council which students report operates effectively. The school council meet once a term. Records show that students contribute to their reviews and observations during mealtimes show students being given choices regarding what they want to eat. Students also have a choice in what activities they wish to participate in. Students are also routinely consulted about all aspects of care provided for them and this is confirmed by students in discussion. Students are provided with aids or specialist speech and language therapists and staff in order to enable them to communicate more effectively. Such specialist communication arrangements are evident in discussions held. Staff also receive training in relation to communication and some staff were observed signing to students and records and discussions with students confirm this. There is excellent overall provision for consulting with students. Records evidence the school to have excellent procedures for gathering information and assessing the needs of prospective students. There are 'induction' and 'introductory' days for students and their parents, visits to the students' home and previous school attended are made when necessary, and all students undergo a multi disciplinary assessment prior to a place at Treloar's being offered. Care plans are in place for students which describe the provision for meeting their needs in all necessary areas. This includes mobility, communication, eyesight/hearing, eating/drinking, dressing, washing, toileting, transfers, night time needs, specific health needs, and social and leisure interests. Detailed and individualised guidelines and programmes of care, including nursing care plans are in place in. An example of this is seen at meal times where feeding guidelines are on each table describing the support students require. Individual protocols for managing epilepsy are also in evidence. Students confirm being consulted about the plans in place for them and also being able to contribute to their annual reviews. Records inspected also confirm this. Annual review reports show placing authorities and parents to be consulted and take part in the process and there is clear evidence that students make positive progress while at the school. Students confirm having access to a telephone and being able to make and receive calls in private or with support if necessary. They also confirm that some parents visit the school regularly during the week. Staff also confirm that some parents do visit regularly and spend time with their children. A number of students go home each weekend. Records evidence good communication between the school and parents, and in addition all students have a home/school book which is a valuable means of regular communication. The head of boarding said parents are routinely informed of any concerns relating to their children. The school has excellent overall provision in this area.

### **Achieving economic wellbeing**

The provision is not judged.

### **Organisation**

The organisation is outstanding.



The school's Statement of Purpose and prospectus is available. The documents are very well prepared, informative and give a clear and accurate description of the service provided. The details provided by the school give parents, students and significant others the information they need about the school and the facilities and service offered. The school has over 100 care staff who perform various roles in the boarding houses. All boarding houses have sufficient staff to cater for the needs of the students and enable the school to meet its aims and objectives. The boarding houses have waking night staff and students said in discussion that they can always summon a member of staff if needed including during the night. The staff team have a mix in terms of gender and can cater for the intimate care needs of the students. The staffing arrangements also allow for a range of closely supervised activities to take place of which students participate and enjoy. The school has sound formal staff supervision and support mechanisms. The sample of staff supervision notes inspected evidence frequent meetings between the supervisor and supervisee. Staff also confirm in discussion the frequency of supervision and their satisfaction of the supervision system and content. In addition, informal supervision occurs on a daily basis via general staff communication. There is evidence of annual staff appraisals and written reports are available to confirm this activity. All senior staff and the majority of care staff have substantial experience of working with students with disabilities and less experienced staff are supervised appropriately by their more experienced colleagues. There are clear lines of accountability and all staff are provided with written job descriptions. Full staff team meetings and boarding house meetings are held on a regular basis and written minutes of meetings are available. Staff are observed to carry out their duties in a sensitive, caring and competent manner and their level of skills, knowledge and experience help provide a high standard of care and support to the students. Staff have a range of National Vocational Qualifications (NVQ) including levels 2, 3 and 4. Some staff also have or are studying for the Registered Managers Award. Other staff are scheduled to undertake NVQ training in the near future. The school was awarded the National Training Award in October 2007. The school also has a 'talent management' award where staff who are assessed as having certain skills and abilities are considered for additional or specialist training and support in particular areas. The school has a training week scheduled for a four day period in the near future. Staff also have individual training and development plans. Staff confirm attendance on a wide range of courses and this is further in evidence via staff training records. The school has excellent arrangements in these areas which help enhance staff knowledge, skills and experience which in turn ensure a high standard of care is afforded to the students. The sample of records inspected are well kept and up to date and evidence a close level of monitoring by senior staff which contributes to sound internal quality assurance systems. Students also complete questionnaires annually and provide their views and opinions on the service they receive.

## **What must be done to secure future improvement?**

### **Statutory requirements**

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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## **Recommendations**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

## Annex

## Annex A

### National Minimum Standards for residential special school

#### Being healthy

**The intended outcomes for these standards are:**

- children live in a healthy environment and the health and intimate care needs of each child are identified and promoted (NMS 14)
- children are provided with healthy, nutritious meals that meet their dietary needs (NMS 15)

**Ofsted considers 14 the key standard to be inspected.**

#### Staying safe

**The intended outcomes for these standards are:**

- children's privacy is respected and information about them is confidentially handled (NMS 3)
- children's complaints are addressed without delay and children are kept informed of progress in their consideration (NMS 4)
- the welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse (NMS 5)
- children are protected from bullying (NMS 6)
- all significant events relating to the protection of children in the school are notified to the appropriate authorities by the head of the school or designated person (NMS 7)
- children who are absent without authority are protected in accordance with written guidance and responded to positively on return (NMS 8)
- children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour (NMS 10)
- children live in schools that provide physical safety and security (NMS 26)
- there is careful selection and vetting of all staff and volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers (NMS 27)

**Ofsted considers 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

#### Enjoying and achieving

**The intended outcomes for these standards are:**

- the school's residential provision actively supports children's educational progress at the school (NMS 12)
- children have ample opportunity to engage in purposeful and enjoyable activities within the school and in the local community (NMS 13)
- children receive individual support when they need it (NMS 22)

**Ofsted considers 12 and 22 the key standards to be inspected.**

#### Making a positive contribution

**The intended outcomes for these standards are:**

- children are encouraged and supported to make decisions about their lives and to influence the way the school is run; no child should be assumed to be unable to communicate their views (NMS 2)
- children have sound relationships with staff based on honesty and mutual respect (NMS 9)
- children experience planned and sensitively handled admission and leaving processes (NMS 11)

- children have their needs assessed and written plans outline how these needs will be met while at school (NMS 17)
- in accordance with their wishes children are able and encouraged to maintain contact with their parents and families while at school (NMS 20)

**Ofsted considers 2, 17 and 20 the key standards to be inspected.**

## **Achieving economic well-being**

**The intended outcomes for these standards are:**

- children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money (NMS 16)
- children about to leave care are prepared for the transition into independent living (NMS 21)
- children live in well designed and pleasant premises, which provide sufficient space and facilities to meet their needs
- children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use (NMS 24)
- children are able to carry out their personal care in privacy and with dignity (NMS 25)

**Ofsted considers the key standard to be inspected.**

## **Organisation**

**The intended outcomes for these standards are:**

- children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils (NMS 1)
- children's needs, development and progress are recorded to reflect their individuality and their group interactions (NMS 18)
- there are adequate records of the staff and child groups of the school (NMS 19)
- children are looked after by staff who understand their needs and are able to meet them consistently (NMS 28)
- children are looked after by staff who are trained to meet their needs (NMS 29)
- children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare (NMS 30)
- children receive the care and services they need from competent staff (NMS 31)
- children and staff enjoy the stability of efficiently run schools (NMS 32)
- the governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school (NMS 33)

**Ofsted considers 1, 28, 31 and 32 the key standards to be inspected.**