

Treloar School

London Road, Holybourne, ALTON, Hampshire, GU34 4GL

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| Inspection dates | 20/11/2013 to 22/11/2013 | |
| Overall effectiveness | Outstanding | 1 |
| Outcomes for residential pupils | Outstanding | 1 |
| Quality of residential provision and care | Outstanding | 1 |
| Residential pupils' safety | Outstanding | 1 |
| Leadership and management of the residential provision | Outstanding | 1 |

Summary of key findings

The residential provision is outstanding because

- Students' emotional, social, physical and educational needs are met to the highest standards. Students make significant progress during their time in the residential provision. Disability is not a barrier to achievement. This is a fully inclusive environment where all students, including those with communication difficulties, are able to make their views, wishes and feelings known. Students describe their care as 'brilliant' and 'amazing'.
- Students' safety is at the heart of the school. There are robust and highly effective safeguarding arrangements. All staff are fully trained in child protection. Students are safe within a physical environment where there are excellent arrangements for the management of risk associated with all activities they undertake.
- Exceptional collaborative working across the school and attention to detail ensures all aspects of care are highly personalised to meet the individual needs of each student. Students make excellent progress in their physical, personal and social development.
- Senior staff provide exceptional leadership and evaluate its performance to constantly drive for improvement in pursuit of excellence. A point of improvement is to consider the further psychological support that may be needed, as students with more complex emotional needs are admitted into the school.
- The quality of the catering arrangements is exceptional. Students, including those with complex health needs, benefit from a varied diet and healthy menu. Senior leaders have recognised the need to increase the number of staff trained in specific techniques at key times of the day, such as supper-time.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools

Information about this inspection

The school was notified of the inspection four hours before it commenced. Time was spent in both boarding provisions during the inspection. Meals were attended as well as activities. Observations were made of the interactions between staff and students. Meetings took place with students, the head teacher, head of care, care staff and other professionals in their specialisms. Discussions were held with parents and governors. Students' views were sought through copious time in face-to-face contact and through observation of interactions. Parent-View was also used to assess the provision. Records, policies and procedures were scrutinised.

Inspection team

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|---------------|----------------------------|
| Keith Riley | Lead social care inspector |
| David Coulter | Social care inspector |

Full report

Information about this school

Treloar School is a non-maintained residential special school, approved by the Department for Education for the care and education of young people aged 7 years to 19 years with physical disabilities. Students attend the school from all over Great Britain and sometimes from abroad. The students are accommodated in two separate boarding houses or attend on a daily basis. The school site is accessible to all students. The school has a medical centre staffed 24-hours a day and medical professionals also visit the school. There is a team of therapists providing services for students that include physiotherapy, occupational therapy and speech and language therapy. There are also rehabilitation engineers, caterers and a transport department on site.

What does the school need to do to improve further?

- Consider what further psychological services are required to meet the increasingly complex needs of students placed.
- Ensure all staff are trained in specialist areas to improve efficiencies at key points of the day, such as supper-time.

Inspection judgements

Outcomes for residential pupils

Outstanding

Outcomes for students are outstanding. Students thrive in a nurturing and supportive environment. Their unique, individual needs are known and responded to. This means that students make remarkable progress during their time at school, learning new skills and growing in confidence. A parent said her child is 'almost unrecognisable, has a lot more independence, has pride in self and is happy.' Another parent said my child has made 'amazing leaps' and has gained new skills, such as being able to use a cup without a lid. Students speak in the most positive of terms of their experience in the residential provision. The boarding experience enables them to develop social skills to a significant standard and develop constructive, tolerant relationships with peers, who on occasion, they find challenging.

Staff are very knowledgeable about how each student communicates. For those students who have severe communication difficulties, staff are proactive and imaginative in making sure they have a voice. Up to date technology as well as traditional methods are used to assist students in voicing their views, concerns and choices. This means that each student has an active voice and no one is assumed to be unable to communicate effectively. An independent visitor is also available for students to talk to.

Students say they enjoy the stimulating and purposeful activities. They are empowered because they are able to choose their favourite activities and extend their social skills through effective links with the wider community. Building up life skills is positively embraced in the routines and activities offered. Feelings of self-worth and achievement grow enormously as well as social skills.

Students' health needs are promoted to an excellent standard. Many have complex medical needs and these are met by having the necessary medical support and treatment available from specialists based on site. Twenty-four hour medical treatment is available from nurses based in the medical centre. Individualised support is enhanced by the appointment of nursing staff to key students. Other specialists have considerable input into the day to day care, such as speech and language therapists, occupational therapists and a dietician. Students are also encouraged and enabled to lead healthy lifestyles. Healthy eating and regular exercise are encouraged and facilitated. Disability is not seen as a barrier to sport. There are excellent results, for example a student who could swim one stroke is now able to compete in swimming galas. Some students are successful at competing in their chosen sport at a national level.

Students are prepared for transition to adult life in an individual and detailed manner. Students benefit significantly from careful preparation at a rate suitable to their vulnerabilities and level of understanding. There are excellent outcomes such as students going on to mainstream college.

Quality of residential provision and care

Outstanding

The quality of the residential provision is excellent. Care plans are of an excellent standard. Students' needs are understood. Individual plans outline the strengths, vulnerabilities and strategies for support which is inclusive of cultural and spiritual needs. Pastoral support offered to students is extremely supportive and nurturing. Disability is not seen as a barrier to any physical activity. Excellent, innovative, custom-made adaptations are manufactured, in consultation with staff across all the specialisms, to meet the specific and individual needs of each student.

Each student receives a thorough induction in order to prepare for life at the school. Parents speak most positively of the flexibility of the school to tailor an induction plan to meet their child's individual needs. There is excellent joined up working between educational staff and residential care staff to ensure positive outcomes. Excellent communication is achieved across the entire

provision. Excellent use is made of technology to ensure all members of staff are aware of the most up to date needs of students. Routines are clear and able to be easily followed by staff. Students benefit from a consistency in the strategies in place to support them. A parent said, 'It's such a relief. My child is learning with the experts now.'

The quality of the food is a strength of this school. Students with complex dietary needs benefit from a meticulous approach to ensure they have a varied diet and healthy menu. Detailed eating and drinking profiles are written by specialists to ensure students benefit from a choice of healthy options. Such profiles are followed religiously by staff. Cultural or religious needs are comprehensively met, such as having a particular puree diet. There is innovative practice, such as making use of the latest research in gastrostomy feeding and adjusting feeding regimes as a result. The staff team work sensitively and patiently to enable students to enjoy their meal in an unrushed fashion. Full training is given to members of staff if they need to support students, for example from receiving nutrition through gastrostomy tubes. On occasion, students wait for the appropriately trained staff to support them. Students currently use this time as a social occasion while waiting for their meal.

There is a thorough approach to ensure students are as healthy as possible. Students are positive about the healthcare arrangements and engage enthusiastically with physical activities, such as swimming, on a regular basis. Staff ensure they consult with other professionals and parents to agree strategies to keep students physically and emotionally healthy. Issues, such as puberty and students' emerging sexuality, are dealt with extraordinary well. Students benefit from having their privacy and dignity totally respected as they grow into young adults. A parent said there is unbelievable support from the speech and language specialist and physiotherapist, 'My child is able to transfer these skills to home.' There are clear systems in place to control medication and audits are regularly undertaken. Recent changes to the storage and administration strengthen the process. All discrepancies are treated with the utmost importance and reviewed by the senior nurse. This demonstrates the ethos and culture of the school for continual reflection of practice and improvement.

The quality of the residential accommodation is excellent. There is a rolling refurbishment programme that is managed extremely effectively. Accommodation is comfortable, well-furnished and maintained to an excellent standard. Students are able to personalise their own rooms. This gives them a sense of identity and belonging.

Students do not experience discrimination in any form and are therefore able to have a rich and varied quality of life. Students enjoy a wide range of activities of their choosing, such as climbing or dancing, utilising custom made equipment if necessary. Disability is not a barrier. Evidence of equality and diversity can be seen throughout the provision and is embedded in all policies, procedures, aspects of the care and practices at the school. This is an environment where there is equal opportunity.

Students are able to contact families, carers and loved ones by using digital technology, such as video calls, or on their own mobile telephones. Alternatively there are school telephones available which are modified to make them accessible to students with physical disabilities. Creative ideas are implemented to promote contact, such as a 'dads, uncles and grand-fathers' day held at the school.

Residential pupils' safety

Outstanding

The school makes excellent provision for ensuring the safety and well-being of students. Students report they feel very safe and happy in the residential provision. Staff ensure they adhere to robust policies and procedures to ensure all are protected and supported. There is a robust and rigorous approach which treats students emotional and physical safety as paramount. The culture

embedded in the school ensures students are protected from harm. Designated and specifically trained senior staff take responsibility for child protection. The school works closely with the local safeguarding board in addressing any child protection issues.

There is a comprehensive procedure in place in the event of a student going missing. However, this is not identified as a current issue. Students say they feel safe and content in the school and have people they can talk to about any concerns.

The school operates a rigorous approach to bullying. Students are aware that bullying is not acceptable. Any incidents of bullying are closely monitored and action plans to prevent it are put in place. Students say they feel safe and are confident staff deal effectively with any problems with group dynamics. Staff are pro-active in educating students about bullying issues using innovative ideas, like a theatre performance to relay the key messages.

Positive behaviour is encouraged and celebrated. Excellent records are maintained of any incidents requiring intervention, such as staff managing a wheelchair on behalf of a student. Such events are very carefully analysed as to their appropriateness. Students are able to add their views and comments related to incidents they have been involved in. Positive behaviour is encouraged and students demonstrate a maturity as a result.

Well-organised and robust records evidence excellent recruitment practices. This safeguards students from unsuitable people working within the school and residential provision. All visitors are highly vetted and supervised.

Staff address all aspects of risk comprehensively and health and safety is taken seriously. Risk assessments are rigorous with on-site and off-site activities carefully considered before they take place. For example, students must complete a comprehensive safety training programme before accessing social networking sites. This school is a very safe community for students to live in. Students are educated what to do if a fire occurred with regular fire evacuation drills. Staff are up to date with any specialist support a student may require if a fire did occur.

The consistent on-going support at a senior level ensures that the well-being of the whole school community is promoted and protected on a daily basis.

Leadership and management of the residential provision Outstanding

The leadership and management of the school are of an outstanding calibre. This is a key strength and influence on driving forward improvements and high expectations of staff and students. As a result, students are experiencing consistent, well-planned care across a 24 hour curriculum. Staff are motivated to care for the diverse needs of pupils sensitively. The school has a dedicated board of governors. They undertake unannounced independent monitoring visits and produce a report about their findings. This contributes to the on-going development of the school. Psychological support is identified as an emerging issue, as the school accommodates students with more complex emotional needs as well as physical needs. Students are able to meet with governors regularly, who are seen as an integral part of the school community.

Staff are supported through regular supervision and personal development to maintain an excellence of care. Students benefit from staff who are well supported themselves and extremely motivated to meet the individual needs of each student and seeing them develop to their utmost potential. A common ethos and drive to secure the best possible outcomes for students are shared by all. Excellent staffing ratios and deployment provide students with continuity in their care and support. A minor shortfall around the number of staff trained in specialist areas, such as gastrostomy feeding, is identified.

There is good communication with parents with clear plans to develop other means of consultation and interaction with other individuals who are important to students. Students and parents know how to access the formal complaints system if they are dissatisfied in any way. There is a robust procedure that is followed in this case, with clear outcomes.

All information is appropriately and safely stored to ensure that confidentiality of records is maintained. Records kept are thorough and give a comprehensive account of each student's time, experience and progress at the school. An excellent electronic recording system, that has been recently introduced, is embraced by all staff across the various specialisms to manage and provide consistent care.

All national minimum standards are met. However the leadership and management team, together with the governors continue to develop across many areas that result in improved quality of care, enhanced safeguarding and better outcomes for students.

What inspection judgements mean

| Grade | Judgement | Description |
|---------|-------------|--|
| Grade 1 | Outstanding | A school which provides an exceptional quality of care and significantly exceeds minimum requirements. |
| Grade 2 | Good | A school which provides a high quality of care that exceeds minimum requirements. |
| Grade 3 | Adequate | A school which meets minimum requirements but needs to improve the quality of care it provides. |
| Grade 4 | Inadequate | A school where minimum requirements are not met and the quality of care has serious weaknesses. |

School details

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| Unique reference number | 116636 |
| Social care unique reference number | SC012024 |
| DfE registration number | 850/7068 |

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

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| Type of school | Non-maintained |
| Number of boarders on roll | 59 |
| Gender of boarders | Mixed |
| Age range of boarders | 8 to 18 |
| Headteacher | Ms Melissa Farnham |
| Date of previous boarding inspection | 31/05/2012 |
| Telephone number | 01420 547400 |
| Email address | info@treloar.org.uk |

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