

# Treloar School

London Road, Holybourne, Alton, Hampshire GU34 4GL

<b>Inspection dates</b>	01/03/2016 to 03/03/2016	
<b>The overall experiences and progress of children and young people</b>	<b>Outstanding</b>	<b>1</b>
The quality of care and support	Outstanding	1
How well children and young people are protected	Good	2
The impact and effectiveness of leaders and managers	Outstanding	1

## Summary of key findings

### The residential provision is outstanding because

- The school's vision is 'to create a world where physically disabled young people learn to take control of their lives and dare to dream.' This is truly evident in this school. Young people were seen to live their dreams and to embrace them.
- Young people are given the opportunity to have fun. This is achieved by staff in a nurturing but not risk-averse way.
- A dynamic and forward-thinking management team ensures that a professional approach is embedded in the running of residential houses, with high expectations being implemented in practice.
- An extensive and greatly improved enrichment programme ensures that all young people participate in an extensive range of interests that broadens their horizons.
- Dignity and respect are priorities within this school. Young people are given the same opportunities as anyone else. They are encouraged and able to be children.
- Effective quality-assurance systems ensure a consistent drive toward improvement. Senior management is quick to identify weaknesses and to act upon any concerns identified through this monitoring.
- Young people feel very comfortable with staff and interact well with them, in a relaxed manner. The highly individualised support, keeping young people at the centre of practice, generates a culture of respect and acceptance.
- The school has a range of specialist teams on site including a therapy team. This

enables excellent relationships to exist between the school and the parents and carers and other professionals.

### **Compliance with the national minimum standards for residential special schools**

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

What does the school need to do to improve further?

- Obtain young people's views following physical interventions and sanctions in a more creative manner.
- Ensure that risk assessments with regard to sleeping accommodation are clearly documented to enable review.
- Ensure that agreements are sought from all people living on the school site with regard to supervision of visitors.

## Information about this inspection

The inspection was announced to the headteacher on the morning of the first day of the inspection. An initial meeting with some members of the senior leadership team was held. Discussions with care staff, managers, senior leadership team, facilities' manager, medical team, therapy team and three governors, including the chair of governors, a governor with safeguarding responsibility and a parent governor took place. The two residential units were visited throughout the inspection and at different times of the day and evening. Inspectors met with young people, the senior management team and a range of professionals connected with the school. Phone calls were made to parents. A vast array of records, documentation and databases was inspected and assessed. Meals were taken with young people and activities were observed.

## Inspection team

Emeline Evans

Lead social care inspector

Trish Palmer

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 seven years to 19 years with physical disabilities. Pupils attend the school from all over Great Britain and sometimes from abroad. The Pupils are accommodated in two separate boarding houses, or they attend on a daily basis. The school site is accessible to all pupils. The school has a health centre staffed 24 hours a day, and medical professionals visit the school. Additional support is provided by experienced professionals including those from educational psychology, physiotherapy, occupational therapy, and speech and language therapy. There are also rehabilitation engineers, caterers and a transport department on site.

## Inspection judgements

### The overall experiences and progress of children and young people

**Outstanding**

The school's vision is 'to create a world where physically disabled young people learn to take control of their lives and dare to dream'. This is truly evident in this school. Young people were seen to live their dreams and to embrace them. Young people benefit from extremely positive relationships with staff and each other. The idea of difference is valued and celebrated within the ethos of the school. The school promotes the notion of the whole person.

Young people clearly enjoy and fully embrace the residential experience. They spoke most positively about being part of a caring community and of the school being their second home. Young people described the school as 'great' and 'amazing', and said that they now have friends. Comments from parents include: 'the school has literally saved our life. He is a different boy now, happy and confident', and, 'our child has fitted in very well and is very happy'.

Young people are encouraged and supported to develop independence, confidence and self-esteem alongside progressing in their learning. An extensive and greatly improved enrichment programme ensures that all young people participate in an extensive range of interests that broadens their horizons. They benefit from having their views and opinions valued and promoted to an excellent standard. Young people have a strong pupil voice and contribute fully to the school community. An inclusive approach empowers them to influence their daily lives and plan for their futures. A large number of avenues are available for young people to express their views and to put their requests forward. Young people say that they feel listened to and that their views contribute to decisions made.

The school has a range of specialist teams on site including a therapy team. This enables excellent relationships to exist between the school and the parents and carers and other professionals. All the teams integrate and are central to how the school operates. As a result, a high quality of care and excellent outcomes are consistently achieved.

Staff demonstrate a thorough understanding of the individual needs of each young person, working consistently to support them. Young people are secure in the knowledge that people are available to help them and to encourage them to succeed in all that they do.

### The quality of care and support

**Outstanding**

Young people benefit from living in a nurturing, supportive environment that ensures that all their individual needs are met. They are supported by an extremely dedicated and knowledgeable staff team that has the young people's well-being and progress at the heart of all it does. The staff's support and commitment enables the young people to meet their full potential. Young people share positive, meaningful and respectful relationships with staff, which result in an open environment. Young people state that staff listen to them. One young person commented, 'I can speak to any member of staff

and they listen and help me,' and, 'Staff help me to do things for myself so I can be independent.'

A well-designed induction process allows young people an important opportunity to learn about the school and each other. Young people stated they were made to feel very welcome when they joined the school, and they describe the environment as having a 'positive atmosphere'. The duration of the induction period is tailored to the individual young person's and parents' needs. Staff are very skilled in ensuring that this process is handled sensitively and at the families pace. Effective communication between the residential, academic and therapy staff teams assists this process as all parties work together to develop holistic plans for individual young people, which ensure consistency of care. This communication continues throughout the young person's time at the school through multi-disciplinary team meetings. There is a wrap-around approach to care. The school as a whole has very high expectations for the young people in its care, and cohesive working is seen as essential to achieving this.

Dignity and respect are priorities within this school. Young people are given the same opportunities as anyone else. They are encouraged and able to be children. The range of extra-curricular activities not only focuses on a considerable number of activities, but equally on personal development and fulfilment. Young people stated, 'We have so much fun.' This is achieved by staff in a nurturing but not risk-averse way. They get around the risks and do not see them as a barrier. Observations indicated that young people are able to explore and develop through play, and a sense of confidence in their ability is achieved. One parent commented, 'Boarding at school gives my child the opportunity to access activities that he would otherwise not be able to do.'

The staff team's knowledge of the individual young people they care for is incredibly detailed. Staff are exceptionally committed to providing children with the best possible care, support and opportunities to develop, thrive and grow. There is a team around each child to promote all areas of physical, emotional and psychological health. The members of this team work together to enable good outcomes. Medication arrangements are robust, and the introduction of electronic recording systems has reduced errors. Error rate is low, given the very high number of medications administered. Any error in medication administration is investigated and learnt from.

Food is prepared in a manner which enables social inclusion rather than exclusion. Meal times are seen as social occasions with young people seen to be having fun and the opportunity to explore new foods. This is an area which has vastly improved since the last inspection with pureed foods prepared to look the same as solid foods. Young people are enjoying this new experience. This is giving them the confidence to try new healthy choices.

The individualised care plans are comprehensive and are live documents. These are frequently reviewed and updated, to ensure that they reflect the young peoples' current situations. This enables any emerging needs to be continuously addressed by the close focus of the staff and the care plans rigorously implemented in practice.

Consultation with young people is embedded in the school culture and is carried out in various forms. It is seen as essential for the young peoples' development as individuals. There are regular surveys, including ones for parents and carers. The school strongly believes that by consulting and working in partnership with its stakeholders it can improve the service that it offers.

## How well children and young people are protected

**Good**

Overall, there are good arrangements to safeguard young people. Young people live in a safe environment amid a culture that is built on the safety and well-being of each of them. A robust approach to address child protection is in place and is circulated to all staff groups. Staff are proactive in promoting and protecting the welfare of young people, and effectively implement the school's safeguarding policies and procedures. Young people say that they feel safe and cared about at the school.

Bullying is not seen as a problem in the school, and none of the young people raised this as a concern during the inspection. Any incident is closely reviewed and addressed in a fair and just manner and in keeping with the atmosphere of mutual respect and understanding. Staff benefit from receiving high-quality safeguarding training. This is frequently refreshed to ensure that staff practices reflect current development in safeguarding. Young people currently accessing the residential houses are not deemed at risk of child sexual exploitation, self-harm or radicalisation. However, potential risks are understood by staff. Well-established links have been made with the local safeguarding team, and the senior management team ensures that their practice is in line with current legislation. There is a dedicated team, with clear accountability and responsibility, to oversee any safeguarding concerns. Staff are confident about whom to speak for advice and are proactive in reporting and being alert to the vulnerabilities, due to their disabilities, of the young people in the school. There is excellent oversight from the governors and senior management, which enables staff to be fully aware of any safeguarding concerns and ensures that they have confidence in the processes in place.

The main focus of behaviour management is positive reinforcement and reflective practice. This develops young people's understanding of their own behaviours and of how they can self-manage. It also enables them to see the effect that their behaviours have on others. Furthermore, young people learn tolerance and respect from the excellent role models that the staff provide. Staff and young people celebrate achievements, and each young person has their own individual goals. Physical restraint and sanctions are only used as an option of last resort. Where these have been used, and are minimal, clear records are maintained. Young people's views have now been recorded. However, this recording is not consistent and, in some cases, it states that the young person is unable to give a view when they have given a view after other sanctions. The method of gaining young people's views following a physical intervention or sanction could be explored more creatively from a behaviour perspective. Staff share information about young people's behaviour with parents, carers and teaching staff. This results in a consistent approach.

There is careful selection and vetting of staff who work in the residential houses. The selection process is robust with very clear oversight. There are comprehensive guidelines and expectations for all prospective employees and their families who live on the school site. The employee signs an agreement with regard to themselves and their family following policies and procedures including supervising visitors. However, the family members who are 16 years and over do not currently sign this to demonstrate

agreement. This was not seen to have an impact on young people's safety.

An excellent and inventive approach is taken regarding the safety of residential provision. Fire precautions and fire equipment are checked on a regular basis. Fire drills are held regularly, and all young people receive an induction, which includes fire safety and evacuation. Fire safety is clearly of paramount importance with all risk management systems being monitored effectively. Approaches to assessing the risks that young people may face, and indeed reducing them, are excellent. Risk assessments are regularly reviewed, updated and endorsed, following auditing by senior members of staff. These risk assessments include environmental checks as well as on-site and off-site activities. Risk management is taken seriously but does not detract from young people participating fully in activities and interests. Young people are consulted with regard to room sharing. This is evidenced during the assessment process. Ongoing communication takes place to ensure that this is still a suitable arrangement. However, this decision making is not documented to enable effective review.

Young people understand the boundaries that are in place to ensure that everyone is treated fairly. Young people were seen to be very supportive of each other and have expectations that other young people will be tolerant and respectful. This is linked to the work that the staff do with the young people on tolerance and talking things through, rather than reacting negatively. Such an approach has been very successful in bringing about harmonious and respectful relationships. The few incidents that occur are recorded in detail and reviewed.

### **The impact and effectiveness of leaders and managers**

### **Outstanding**

The residential provision is managed by a fully committed and enthusiastic team, which has the young people's well-being at the core of its work. Leaders of the residential houses also have high expectations of themselves and of the staff team. They see this as a key component of the young people reaching their full potential. The team is extremely driven and focused on providing a high-quality, effective service to the young people they care for. They have a can-do attitude and are always thinking, 'What more can we do?' This includes a commitment to the evaluation and reflection of their current practices and work. The scrutiny of these is useful and part of the school development processes. These evaluations are robust and provide a realistic picture of the school. Information gathered from these exercises forms part of the school's development plan.

The senior team is inspirational and ambitious in promoting positive experiences for all young people who come into the school. It is able to recognise the impact that the school has had and how young people have progressed, given their starting points. Effective quality assurance systems ensure a consistent drive toward improvement. Records are maintained to a high standard with regular monitoring taking place to ensure their accuracy. Considerable progress has been made in many areas since the last inspection.

The staff team is extremely committed to its work and is well trained for this. Staff training is given a high profile as it equips staff with the skills they need to work with



very vulnerable young people. The training programme for staff is excellent and is kept under review so that it meets not only the needs of the current group of young people, but also addresses any developments in their sector and the young people's increasing complex needs.

There are excellent opportunities for staff to receive both formal and informal supervision from their managers and each other. This approach has resulted in a cohesive, well-trained staff team which provides excellent consistency of care for the young people. It also enables the staff to develop as workers and to be proactive in their thinking and approach.

Young people are cared for by a good number of experienced and dedicated staff who share the school's aspirations for young people to make exceptional progress. The management team recognises and takes immediate action when staffing levels are not to the optimum level. It is proactive in foreseeing any changes to staffing levels and acts swiftly to cover any gaps. There is clear partnership between the scheduling team, managers and staff responsible for recruitment. The recent appointment of a recruitment specialist ensures that recruitment remains a priority.

There is a collaborative team that work around each young person, and this ensures consistency and stability. There are clear responsibilities and accountabilities, and the staff team has a sense of shared ownership about its practice.

A robust complaints procedure ensures that issues are addressed promptly and rigorously. Few matters have been raised by young people. Some complaints have been received from parents. It is evident that these were addressed without delay with clear and appropriate outcomes and learning identified. No serious complaints have been made to the school since the last inspection.

## What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against 'Inspections of boarding and residential provision in schools: the inspection framework'.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceed the standard of good and results in sustained progress and achievement in key aspects of their lives. The outcomes achieved by children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded or their care and experiences are poor and they are not making progress.

## School details

<b>Unique reference number</b>	116636
<b>Social care unique reference number</b>	SC012024
<b>DfE registration number</b>	

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.

<b>Type of school</b>	Residential Special School
<b>Number of boarders on roll</b>	53
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	Nine to 18
<b>Headteacher</b>	Mr John Stone
<b>Date of previous boarding inspection</b>	14/10/2014
<b>Telephone number</b>	01420 547400
<b>Email address</b>	info@treloar.org.uk

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