

Treloar School

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

Inspection dates

21/03/2017 to 23/03/2017

The overall experiences and progress of children and young people

Outstanding 1

The quality of care and support

Outstanding 1

How well children and young people are protected

Outstanding 1

The impact and effectiveness of leaders and managers

Outstanding 1

Summary of key findings

The residential provision is outstanding because

- Students unanimously report that they feel safe and enjoy living at the school. 'Nothing is perfect, but Treloar comes very close,' said one student.
- Close multi-disciplinary working ensures that the complex needs of the students are met to an excellent standard. This supports and enhances their development and progress.
- Monitoring of quality and performance is scrutinised closely and this ensures that practice is reviewed and maintained to a high standard. Any performance issues are addressed swiftly and effectively.
- The views of stakeholders, including students, parents and members of staff, are valued and actively sought so that improvements can be made in the delivery of the service.
- The promotion of equality and diversity is exemplary. All specific needs are welcomed and are met to a high standard. Everyone's identity and background is promoted, valued and enjoyed. The school is a happy, vibrant and inclusive community.
- Health provision is excellent. A wide range of medical expertise is readily available to meet the physical and psychological needs of the students.
- Residential pupils' safety is diligently and conscientiously protected by knowledgeable staff who implement rigorous systems so that concerns are addressed promptly and effectively. Key staff with responsibility for safeguarding work well with other

professionals and ensure that due process is followed so that students are kept safe.

- Members of staff actively explore ways in which any barriers can be overcome so that students have excellent opportunities to take part in challenging and stimulating activities which increase their confidence and self-worth.

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?

- Ensure that the record of complaint contains information on how all matters raised in the complaint have been resolved and whether the complainant is happy with the outcome.

Information about this inspection

The school was given four hours' notice of the inspection. The inspection took place over a period of three days and was conducted by a social care regulatory inspector and a regulatory inspection manager. The inspection included: two evenings spent in the accommodation area; observation and discussion with staff and students; sharing mealtimes; discussions with the principal and other members of the senior management team; and meetings with staff from different disciplines in the school. Contact was made with the local statutory safeguarding authority. There were telephone conversations and a meeting with parents and a wide range of documents concerning the residential provision were scrutinised.

Inspection team

Paul Taylor
Teri Peck

lead social care inspector
regulatory inspection manager

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 who have physical disabilities. The students are accommodated in a purpose-built house or attend on a daily basis. The school site is accessible to all students. There is a medical centre staffed for 24 hours a day and medical professionals also visit the school. Additional support is provided by professionals, including 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

Students make huge strides in their development at this school. They are nurtured to develop to their full potential and become valued and loved members of their community.

Relationships between students and members of staff are supportive and respectful. These relationships are strong and resilient and develop, in many cases, over a number of years. 'The adults make me feel I belong here and that I have a sense of purpose,' said a student. As a result of the caring community in which they live, students feel valued and know that their individual needs will be met to a very high standard.

Students make excellent progress in all areas of their lives, including their emotional well-being, health and education. The complex, bespoke planning to meet their needs means that cross-disciplinary working is cohesive and diligently delivered. This in turn drives forward the students' experiences and abilities. Examples of success include students being able to communicate with those around them for the first time in their lives or being able to complete the Duke of Edinburgh's award. These are achievements some of the students and their parents would not have envisaged prior to their admission to the school.

Students' opinions are valued and promoted. Each student's preferred means of communication is known. This means that they are able to have a voice in the running of the school and are able to let the adults who care for them know how they are feeling. Additionally, they have the opportunity to be representatives in fora such as the school council and the 'student voices' conference. Students' views are also sought on a regular basis using communication styles that are in line with each student's preference. For example, 'talking mats', online surveys and symbols are used. As a result, all students, no matter what their abilities, are encouraged to voice their views. There is an embedded ethos of acceptance and a community which enjoys and celebrates everyone's achievements.

All students report feeling safe living at the school. The systems in place and the staff's knowledge of students' needs, supported by ready access to specialist services, mean that students have confidence that their needs can be met and any difficulties can be swiftly overcome. For example, problems with equipment, such as wheelchairs or communication devices, can be rectified by the teams of specialists who are based on the site. This cuts down on delays and promotes the students' quality of life and opportunities to progress.

In a recent survey, 100% of the students reported that they enjoy living at the school. 'This has been the best four years of my life,' reports one student. The impact that the care and support has on enabling students to grow and develop is of an exemplary standard.

Detailed and thorough individual assessments carried out on a multi-disciplinary basis ensure that each student's needs are known and met to a very high standard. The carefully prepared care plans enable and guide members of staff to deliver the often complex care in a manner which promotes the students' dignity and well-being. This in turn, enables students to reach their full potential. 'It is truly a bespoke service,' commented a parent.

Prior to being admitted to the residential provision, each student has a detailed and thorough assessment carried out by a multi-disciplinary team. This also includes giving students and families the opportunity to visit the school so that they can acclimatise to the service and have a realistic expectation of what it is like to live there. This means that any admissions to the school are carefully paced at a rate with which each individual can cope. Consequently, the chances of successful transition are increased and parents and students are reassured about the quality of service on offer.

Individual identity and beliefs are valued and promoted. Difference is celebrated. Practice within the school regarding the promotion of equality and diversity is seen as an exemplar. External providers attend training delivered by the school's staff in this area. A central tenet of the school is the belief that all possible efforts must be made to increase the life chances and opportunities for all the students.

Students live in specifically designed accommodation which has been adapted to meet their needs. For example, all areas are accessible to wheelchairs and assistive equipment, such as adapted showers and hoists, is readily available. The living areas are comfortable and spacious and all are personalised with students' possessions and personal mementos. This helps them to feel more at home. One student said, 'I have been here four years and they have been the best four years of my life. All the adults make me feel I belong here and I have a sense of purpose.' It also helps them feel that they have a choice and that they can influence the making of decisions about the decor.

The choice of activities is excellent. Every effort is made to ensure that students can partake in challenging, exciting and enriching activities. Activity organisers readily approach any activity with the determination to find a way for the students to take part. If needed, the organisers will adapt the activity. For example, while a student was not able to fly an aeroplane themselves, the school organised access to a flight simulator. As a result of the 'can-do' approach, students have experience of enjoyable, challenging and stimulating activities.

The health of the students is promoted to an excellent standard. All have their individual health needs thoroughly assessed prior to their admission and specific, detailed plans are put in place. There is a health team based on-site which is formed of specialists from different disciplines, such as speech and language therapists, occupational therapists, physiotherapists, nursing staff and dieticians. Any specific health needs are known and individual protocols put in place in order to support the students, who often have very complex needs.

Students' individual food preferences and dietary needs are known and met, whether these are related to medical needs or cultural backgrounds. Detailed guidance is

provided to guide staff who help the students at mealtimes. All students, no matter what their abilities or disabilities, eat together at mealtimes. These events are well-organised social events which are seen as an opportunity for all individuals to enjoy each other's company.

Food is of a very good standard including its presentation. This is of a particularly high standard in the presentation of pureed foods. Innovative practice in this area ensures that pureed foods are designed to appear as they would in their solid form. For example, sausages are pureed and then moulded to look like 'real' sausages. This helps students feel they are eating the same food as their peers. This improves inclusiveness and does not stigmatise the students who can only eat pureed foods. 'I feel grown up and included now,' was a comment from a student.

Students are able to maintain contact with their parents and families via electronic media. For example, contact takes place using face-to-face communication on electronic tablets and computers. This ensures that students and parents can have reassuring contact and can keep each other updated on their daily lives. Feedback from parents regarding communication with members of staff is very positive. 'They keep me up to date, whatever the time of day or night,' reported one student's parent.

How well children and young people are protected

Outstanding

A huge emphasis is placed on ensuring students' safety, while at the same time enabling them to develop their experiences and confidence. The organisation is not risk averse and does not restrict student's opportunities.

Members of staff know each individual's strengths and vulnerabilities. The tailor-made programmes of support and care ensure that safety for every student is at the centre of practice. Consequently, all students report feeling safe living at this school.

All students have personal emergency evacuation plans which outline their individual needs for support in the event that there is a need to evacuate the premises. This ensures that they are protected and all members of staff know what to do in the event of a fire. Other environmental checks and risk assessments are in place. The swimming pool and key equipment, such as hoists, are maintained closely to ensure that students are not at risk.

Any concerns regarding safeguarding are shared promptly with the relevant agencies. Issues are resolved effectively and staff guidance, and support to improve their practice, is carefully implemented if a need is identified. All members of staff, no matter what their roles, undergo safeguarding training and are aware of what to do, and who to inform, if they have any concerns regarding a student's welfare or a staff member's conduct or practice. As a result of this training, all members of staff understand their duties and obligations and demonstrate a strong sense of community responsibility for each other's well-being and safety.

Staff and managers are acutely aware that students' communication abilities vary massively and emphasis is placed on understanding each individual's method of communication. This means that members of staff are able to understand if students are

unhappy or upset. Some students understand how to make complaints and have used the process effectively. Often parents will complain and advocate on behalf of their child. Records of how these complaints have been resolved are not always clear or consistent. While this has had no impact on the safety of the students, this is an area which could be improved.

Controls placed on students' access to the internet is dependent on their age and understanding. All students are educated about the risks associated with e-safety and consequently have a good knowledge and understanding of how to keep themselves safe while using electronic communication.

Incidents of bullying, which are a rare occurrence, are dealt with sensitively and effectively. Emphasis is placed on restorative practice and ensuring that both bully and victim are supported to enable a resolution which allows everyone to feel safe.

Behaviour around the school and residential area is excellent. The students' mutual respect and enjoyment of each other's abilities and personalities is embedded throughout the community. Students and members of staff are relaxed in each other's company.

There is a thorough and well-thought-through recruitment process in place. Students are actively involved in the recruitment of new members of staff. They meet prospective members of staff and show them around the campus. This gives applicants an opportunity to further their understanding of what the role may entail. It also enables students to feel involved in the running of the school and to feel that they have an influence on the making of key decisions. Pre-employment checks ensure that all members of staff are only employed when their backgrounds have been examined and checks have been made with past employers as well as with the Disclosure and Barring Service (DBS). As a result, only adults with appropriate and safe working histories are employed.

The impact and effectiveness of leaders and managers

Outstanding

The standard of leadership and management is excellent. An embedded drive towards excellence ensures that there is no complacency. There is an open culture of welcoming comments and criticism and this ensures that practice is reviewed and improved at every opportunity.

The staffing complement ensures that there are a wide range of experts on hand to offer a high standard of care. Close multi-disciplinary collaboration means that every student's needs are known and met.

Members of staff receive regular training, support and supervision so that they can meet the often very complex needs of the students. Their practice is regularly reviewed and support is prompt should a member of staff need advice, information or training regarding the care or welfare of any student. As a result, students receive bespoke and carefully coordinated care packages.

There is rigorous scrutiny of care and practice. Each department has its own internal

quality assurance systems and these are underpinned by scrutiny from senior managers, a quality assurance officer and the governing body. This drives standards upwards and encourages attention to detail, transparency and accountability across the campus.

The governing body is actively and enthusiastically involved in the running of the school. The oversight and scrutiny provided are of a high standard and governors visit regularly to carry out formal visits and assess performance. This approach complements and underpins the school's own internal auditing processes.

A strong sense of community, both within the school and with parents, ensures close collaboration and a united drive to enable the students to develop to their full potential. All professionals who have active roles in assisting the students work very closely. This multi-disciplinary working is a key strength of this organisation and is a cornerstone which ensures that each student's care is strongly focused on promoting their progress and well-being. Parental feedback regarding communication is very positive. Regular consultation with stakeholders also ensures that there is constant review of key areas, such as communication and care planning. This means that any shortfalls or criticisms can be analysed and action plans put in place.

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 result in sustained progress and achievement. 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's 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

Unique reference number	116636
Social care unique reference number	SC012024
DfE registration number	

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.

Type of school	Residential special school
Number of boarders on roll	30
Gender of boarders	Mixed
Age range of boarders	7 to19
Principal	Martin Ingram
Date of previous boarding inspection	01/03/2016
Telephone number	01420 547400
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