

Treloar School

London Road, Holybourne, Alton, Hampshire GU34 4GL

Residential provision inspected under the social care common inspection framework

Information about this residential special school

Treloar School is a non-maintained residential special school for physically disabled students. The school offers residential and short-break accommodation for students aged between 11 and 18 years of age. The college offers residential provision for students aged between 18 and 25 years of age.

At the time of the inspection, 17 students were accessing the school's residential provision.

The inspector only inspected the social care provision at this school.

Leaders have asked that children are referred to as students.

Inspection dates: 12 to 14 December 2023

Overall experiences and progress of children and young people, taking into account **outstanding**

How well children and young people are helped and protected **outstanding**

The effectiveness of leaders and managers **outstanding**

The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for students.

Date of previous inspection: 7 February 2023

Overall judgement at last inspection: outstanding

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Students thrive at this residential special school. It is a safe, vibrant and inclusive environment that promotes and enables everyone's strengths and abilities. The celebration of individual uniqueness, strong planning and a culture of high aspirations mean that students and their families have life-changing experiences.

Since the last full inspection, senior leaders have increased the capacity for students to stay overnight on alternate weekends. This means that some students are enjoying spending more social time with their friends and familiar staff. For families, this extends the support that they receive. One parent said, 'My child is now developing socially with peers and learning to do things in a group for the first time.'

Effective multi-disciplinary teams working with students, staff, families and wider networks ensure that students receive collaborative and highly personalised support. This, combined with staff who actively encourage students to advocate for themselves, means that students are in charge of their daily lives and influence future planning.

Skilled staff are committed to ensuring that students' views about their individual care plans are heard. Students share their wishes and opinions on all aspects of their personal care routines, and staff support them with the utmost respect and dignity. For example, students chose a black and white theme for their school leaver's prom, including a themed buffet. Dieticians worked creatively to help all students share and enjoy this experience with their friends.

Staff, including on-site healthcare professionals, prioritise the well-being and medical needs of students. Nurses are stationed in the students' accommodation to help support them and staff with the students' daily medical needs. Nurses work collaboratively with external consultants and local general practitioner services to ensure that students' medication is regularly reviewed and any appointments are successful. In one example, a student was sensitively prepared and supported to have some vaccinations. The student explained that this support means that they can go on holiday with their family.

Some students start to safely administer some of their own medicines for the first time, such as prescribed toothpaste. Staff set realistic goals to help monitor students' progress, and adaptations are made to help students become more independent.

There is an abundance of activities for students to engage in. These include horse racing with dice, cheerleading, bingo and card games. These activities are chosen by students and are regularly reviewed by staff. Students also enjoy trips into the neighbouring towns to explore shops, restaurants and train stations. Students express their delight in visiting local shops to make purchases at the weekends with

their friends. They enjoy developing their independence by using their communication skills and devices with members of the public. This helps to prepare students for increased independence in adulthood.

The students' accommodation is currently full of Christmas festivities, including 'naughty elves' who cause chaos each night while students sleep. This has included constructing huge balloon displays, spraying windows with snow foam and making baubles out of toilet roll tubes. Students were delighted to show the inspector their presents and the elves' handywork.

Students' bedrooms are highly personalised, with beautifully displayed photos of their families, artwork and posters of their favourite musical bands.

How well children and young people are helped and protected: outstanding

Staff are alert to identifying potential safeguarding concerns. Their knowledge of internal and external safeguarding services is comprehensive, promoting a culture of excellent safeguarding practice.

Staff are professionally curious and confidently raise any concerns with the head of safeguarding. This information is then promptly shared with the relevant safeguarding professionals. When required, the head of safeguarding escalates concerns. This way of working helps to keep students and staff safe.

The completion of mandatory safeguarding training as part of the induction process ensures that staff understand and follow clear safeguarding procedures. Staff are fully aware of the specific vulnerabilities of individual students and their associated risks.

Overall, practice relating to medication is strong. Staff receive training in administering children's medication and have checks to assess their competency. On two occasions, when medication errors occurred, staff reported this immediately to protect the welfare of students. Senior leaders completed comprehensive fact-finding investigations to help understand what went wrong and why. These reviews are used to inform individual staff development and, when necessary, wider organisational changes. The swift action by senior leaders reduces the likelihood of repeated errors.

Staff simulate emergency fire drills at night to improve ' their confidence and understanding of night-time evacuations. Staff write clear personal evacuation plans. Students are aware of their plans and the evacuation process.

The effectiveness of leaders and managers: outstanding

The residential manager is highly visible and has a dynamic vision for excellence. She leads by example and demonstrates an unquestionable commitment and passion to providing the highest possible standards of care for students.

Staff receive reflective supervision. Staff regularly discuss annual objectives. Staff contribute to setting their professional and personal goals. They achieve ambitious objectives and contribute to the development of the school.

The independent visitor's reports provide clear oversight of the residential provision. Reports clearly outline the visitor's findings and make suitable recommendations, which are reviewed regularly by the senior leadership team. Consequently, changes are made in a timely way and support continued improvement.

Leaders and staff stay in touch with students and their families for up to 10 years after they leave. This provides students with ongoing support and allows them to maintain the trusting and meaningful relationships that they develop. This approach also means that progression and transition coordinators can review the progress that former students make after they leave. They reflect on whether the goals that were set while the students stayed at the school were the right ones and whether they went on to achieve them. Last year's report reflects that 95% of students achieved their planned targets and aims.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people using the social care common inspection framework. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Residential special school details

Social care unique reference number: SC012024

Headteacher/teacher in charge: Martin Ingram

Type of school: Residential special school

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Inspector

Kelly Monniot, Social Care Inspector

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