

# 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 between 11 and 18 years of age. The college offers residential provision for students aged between 16 and 25 years of age.

At the time of the inspection, 25 students were accessing the school's residential provision.

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

### Inspection dates: 19 to 21 November 2024

**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 children and young people.

**Date of previous inspection:** 12 December 2023

**Overall judgement at last inspection:** outstanding

## Inspection judgements

### **Overall experiences and progress of children and young people: outstanding**

Students thrive in the residential provision because their well-being and independence are priorities for staff. Relationships between students and staff are based on acceptance, understanding and trust. As a result of the nurturing care that they receive, students achieve, and often exceed, the goals that are important to them.

The multi-disciplinary approach is exemplary. Residential staff think creatively and work closely with other professionals to find ways of helping students to be as independent as possible. Examples include identifying equipment to help a student to eat independently and bespoke voice control devices. The inclusive culture significantly improves the lives of students.

Students' health and well-being needs are managed extremely well. Meticulous planning and strong communication ensure that students' health needs can be safely met in all areas across the school site. Therapists work flexibly to ensure that the timing of appointments does not have a negative impact on students' ability to participate in every aspect of school and residential life.

Before students move into the residential provision, individualised and responsive procedures are followed to make sure that staff fully understand how to meet their needs. Moves are carefully planned to make sure that new students have a positive experience.

Ongoing collaboration with students and their families provides opportunities to make sure that students' needs are being met in line with their preferences. For example, there are multiple menu choices to cover students' likes and dislikes, dietary requirements and cultural needs. Family members describe the care of their children as 'amazing' and 'inspirational'.

Staff support students to engage in education, and students make excellent progress from their starting points. Staff also work tirelessly to make sure that students have access to a broad range of experiences to expand their talents and interests. Some examples are a student becoming a member of a swimming squad, another visiting the House of Commons, another completing a marathon and several students learning how to play musical instruments.

The residential offer to students has been expanded so that students can now stay at the residential provision at weekends. This has increased their access to community-based activities and attractions. Students' confidence in social situations is increasing as a result.

Students are happy and comfortable in their environment. Staff make sure that students have a say in all aspects of their care. The student council offers opportunities for students to share ideas about the way the school is run. As a result, students are empowered by staff to understand that their views are important and that they can effect change.

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

A proactive safeguarding culture is apparent throughout the school and reinforces the message that safeguarding is everyone's responsibility. Excellent communication with external agencies and students' family members contributes to an open culture that promotes children's safety.

Effective joint working across the staff team helps to ensure that all staff are clear about their roles in relation to keeping children safe. New staff have a thorough induction. However, once it is complete, there is limited oversight from managers to ensure that staff have retained important information, for example regarding the process that they should follow if they have concerns about a student's welfare. During the inspection, managers confirmed that they are taking steps to address this.

The systems for storing and administering medication promote safe practice. Students are encouraged to learn about their own medication and how it can help them. This provides them with opportunities to make informed decisions about their medication regimes. Medication errors are extremely rare. When they do occur, they are quickly identified and acted on.

Sensitive conversations about sexual health are facilitated according to students' individual learning needs. This provides students with important information about their own bodies and how to keep themselves safe.

Safer recruitment practice is diligently followed. The single central register is methodically reviewed. This reduces the risk of unsuitable adults being employed to work at the school.

Processes for managing health and safety matters and maintenance tasks are excellent. Regular fire drills are carried out, which means that students and staff know what they need to do to evacuate safely.

### **The effectiveness of leaders and managers: outstanding**

The leadership team is committed to, and passionate about, improving outcomes for students. It has high aspirations for what students can achieve. Many senior managers are long-standing members of the team. They know the staff and students incredibly well.

Senior leaders are excellent role models and have high expectations of all staff to provide the best care and support possible to students. The model at the centre of the residential service's ethos is evident in well-recorded team meetings and students' progress reports.

The school has clear and easily accessible processes for students to raise any complaints about the residential provision. These allow for different communication styles to ensure that all information is recorded in the voice of the student. When students make complaints, they are taken seriously and investigated. Managers share outcomes with students and invite them to provide their feedback. Relevant learning is shared with the wider school.

Leaders and managers recognise the importance of staff well-being. Feeling valued and respected enables staff to support students to achieve the best outcomes possible. All staff receive reflective supervision and informal opportunities to discuss their own development. Staff say they feel supported and appreciate the excellent training opportunities they are offered.

Management monitoring of the service is well structured and highly effective. This supports the leaders to seek ways to continuously improve the service. Efforts to engage all stakeholders are admirable. They demonstrate that criticisms and comments about the service are seen as an opportunity to learn, reflect and improve.

The independent visitor provides a good level of scrutiny. Recommendations are brought to the attention of leaders, who respond without delay.

The governing body has completed the necessary training, and governors have the skills and knowledge that they need to actively promote the safeguarding and welfare of students. Many have held their position for several years and have an excellent knowledge of the school.

## **What does the residential special school need to do to improve?**

### **Point for improvement**

- School leaders should ensure that that new staff have retained the information they learn during their induction programme, including how to identify and safely manage safeguarding issues.

### **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

**Telephone number:** 01420 547400

**Email address:** martin.ingram@treloar.org.uk

## **Inspectors**

Jill Sephton-Wright, Social Care Inspector

Emma Haskell, Social Care Inspector

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