

# Treloar School

Powell Drive, Holybourne, Alton, Hampshire GU34 4GL

## Inspection dates

16–17 January 2018

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Good</b>
16 to 19 study programmes	<b>Outstanding</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is an outstanding school

- The principal, senior leaders and governors provide impassioned and highly skilled leadership that enables pupils to achieve outstanding success. The school is an inspiring setting in which pupils are constructively supported to overcome barriers to learning, including physical disability.
- Pupils benefit from well-coordinated support from staff and external agencies. Consequently, they make exceptional progress with communication and learning. Staff involved in pupils' care, support and education leave no stone unturned to find innovative ways in which pupils can participate in lessons.
- Teachers know their pupils exceptionally well. They use assessment information to plan pupils' next steps in learning and to motivate them. Pupils say that their lessons are interesting from start to end and that there is nothing they can think of that would improve their experience of school.
- Governors know the school well and bring many professional skills to the team. They use these incisively to contribute to the school's continuous improvement. They are uncompromising in their expectation that pupils should have the very best provision to meet their needs.
- Pupils' behaviour is exemplary. Older pupils learn to be self-assured, considerate of others and to recognise their own and others' achievements. They are adamant that there is no bullying.
- Pupils reflect positively on the many memorable opportunities they have. They excel in a wide range of sports, enjoy music and drama performances and exhibit their artwork. These experiences help to develop their aspirations.
- Many parents say that, over time, their children achieve in ways they did not think could ever be possible.
- Pupils' learning accelerates as they progress through the school. In Years 10 and 11, and in the sixth form, they strive to achieve high-quality accreditation.
- The sixth-form curriculum contributes strongly to students' futures by developing relevant skills. They make impressive gains in their learning, social and personal development.
- Provision in the early years is good. Although pupils in the early years make strong progress, leaders are aware that the curriculum does not precisely meet all pupils' learning needs.

## **Full report**

### **What does the school need to do to improve further?**

- Refine the curriculum in the early years so that it more precisely meets the learning needs of all children.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The principal, supported by a talented leadership team, leads a culture in which all pupils can realise their potential, irrespective of having multiple and complex special educational needs. Leaders continuously review what they need to do next to enhance the school's provision so that pupils achieve excellence.
- All staff support the school's ethos. They ensure that pupils excel in their learning and acquire increasing independence. At the core of the school's work is a large multidisciplinary team whose members support learning across a well-designed curriculum. Pupils acquire skills progressively across a broad range of subjects that are well taught. High levels of challenge enable pupils to express themselves creatively, such as learning to play Beethoven's 'Ode to Joy' or creating artwork in the style of Andy Warhol.
- Senior leaders check meticulously that all pupils make good progress. Their scrutiny results in immediate action when a pupil is not on track to meet an expected target. This might include a change of teaching strategy or means of communication, additional therapy or pupil counselling. Consequently, the leadership of teaching is highly effective.
- Leaders monitor teaching and learning accurately and develop clear plans to improve further. Staff welcome the high quality of training and the opportunity to work with external agencies that is such a strong feature across the school. As a result, staff develop the specialist expertise they need to fulfil their roles. Leaders encourage staff to engage in research that further improves teaching and learning. Staff morale is high, all are proud to work at the school and say that it has improved since its last inspection.
- The curriculum is designed around each pupil to match their starting point at the school. Pupils are motivated by the broad range of topics and subjects that they study. They thoroughly enjoy the extra-curricular activities rooted within the school's daily offer, such as the many social visits and cultural events. Secondary pupils talked enthusiastically about a recent residential visit to Exmoor. Through activities such as a theatre or music performance, or by going to a shop or restaurant, the curriculum successfully promotes pupils' emotional development.
- Equality is at the heart of the school's work. Pupils say that the school supports them well because they can join in everything. Describing the impact of this through a recent example, one pupil explained, 'Normally, only able-bodied people go skiing.' Leaders prepare pupils for life in modern Britain by helping them to develop a strong understanding of fairness, freedom and justice for all groups of people.
- The school receives pupil premium funding for a small number of pupils and follows a clear policy to ensure that each pupil benefits directly from its allocation. Encouragingly, disadvantaged pupils achieve in line with others from similar starting points.
- Leaders' detailed self-evaluation is informed by the collective views of staff and is widely shared. Staff at all levels understand and support the school's improvement

priorities. Improvement planning is strategic and subjected to leaders' own rigorous challenge, as well as that of the governors. Leaders work with partner schools to seek their external view in order to sharpen their work.

- Leaders prioritise and value high-quality cooperation between school and home. The relationship with families begins before a pupil is offered a place and continues after the pupil leaves. Parents strongly support the school, although leaders are aware that a few parents of primary-age pupils have expressed concerns about their child's progress.
- The principal deploys leaders' expertise effectively to ensure that the school has excellent capacity for further improvement. The recent headteacher appointment adds further expertise to develop teaching and learning, and the curriculum.

### **Governance of the school**

- Governors are a skilled team. They maintain a deep interest in the school's work and demonstrate an evident ability to maintain a strategic view that is anchored in the aims of the Treloar Trust. The chair of governors summarised their collective drive for pupils to experience the school as 'a stepping-stone for their future'.
- All pupils are expected to achieve as much as they can during their time at the school and all staff to be supported to 'be the best they can be'. Governors check the school's work keenly and challenge leaders' aspirations where necessary. For example, when leaders report high levels of pupils' performance, governors do not hesitate to ask whether pupils' targets are challenging enough.
- Governors maintain a stringent overview to ensure that all pupils have the very best teaching and resources. Additional monies, such as pupil premium funding, are carefully allocated to meet pupils' needs.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that pupils' well-being and safety is a constant priority for all staff. The designated safeguarding lead has a dedicated role to ensure that the trust's procedures are followed. All staff and governors are appropriately trained and kept up to date with the latest safeguarding guidance.
- Pupils require a high level of care and support at all times, including for medication, movement and personal care. Leaders encourage staff to report any incident or observation, however minor, to ensure that procedures are continuously sharpened. Where child protection referrals are made, these are dealt with promptly. Pupils are listened to and are able express any concerns or worries they have to adults.
- Governors are conscious of their responsibilities and carry out termly checks to ensure adherence to the trust's comprehensive procedures. The human resources team ensures that all staff are fully checked prior to their appointment and that all records are fit for purpose.
- Pupils were emphatic that they feel safe and happy in school and the majority of parents strongly agree. Pupils also learn how to keep themselves safe and healthy,

which becomes an increasing priority as they move towards transition into the sixth form.

### **Quality of teaching, learning and assessment**

### **Outstanding**

- Teachers know their pupils exceptionally well and plan in detail for each of them. They set pupils well-matched but challenging targets and provide consistent encouragement. Where pupils need lesson content to be adapted or interpreted, support assistants do this expertly. Along with therapists, all staff skilfully and patiently help pupils to learn. Teachers have consistently high expectations for pupils' learning and achievement.
- Teachers choose lesson content wisely to ensure that pupils are motivated. In primary classes, learning is well paced but lessons also give pupils time to practise skills. In secondary classes, teachers select subject content and accredited courses carefully. For example, they look to see that the course provider will meet pupils' physical requirements for support, such as in art and music.
- Teachers offer pupils with regular, useful feedback. Secondary pupils say that they are clear about what they can do to improve their work. As they become more independent, they learn how to reflect on their progress.
- Pupils develop a wide range of attributes that make them resilient learners. For example, they patiently learn to manage their bespoke technological assistance. These resources support pupils to make progress with basic skills and to deepen their interests, knowledge and understanding across the wider curriculum. For non-verbal pupils in particular, their progress accelerates sharply once they become adept in using assistive communication technology.
- The wide range of therapies support pupils from their very start at the school to develop physically, socially and emotionally. Consistent use of switches, signs and symbols help pupils to communicate and to develop independence.
- Pupils have positive attitudes and enjoy their lessons. They respond well to a wide range of sensory experiences, including the many visits that enrich their learning. Classroom time was used exceptionally well to extend pupils' sensory experience, for example by giving pupils tactile resources to explore.

### **Personal development, behaviour and welfare**

### **Outstanding**

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. Staff skilfully support pupils to become confident learners who have a positive outlook. As a result of persistent teaching, therapy and counselling, pupils develop independence and become more self-aware. Pupils show an inspiring determination to succeed.
- Pupils show respect for others and offer encouragement for their efforts. They recognise their hard work to master skills and meet challenges. For example, pupils

who are able to communicate verbally are in awe of the very significant effort their non-verbal peers make to communicate using their eyes.

- Transitions between schools and year groups are extremely well managed. Detailed work takes place to support pupils moving in and out of the school, assisting the families as much as the pupils. Parents commented favourably about the personal and social progress that their child makes. One parent summarised the thoughts of many, noting, 'My child's progress has been amazing...her independence and ability to choose has really grown, as has her confidence and interaction with others.'
- Pupils readily engage in a wide range of physical and social activities. They learn how to keep safe online, including how to buy goods, and they develop enterprise skills by fundraising.
- The student council is fully democratic, with hustings and manifestos that lead up to the elections. Council members help all pupils to have their say and participate in improving the school.

## Behaviour

- The behaviour of pupils is outstanding.
- Around the school, pupils are polite and follow routines to ensure that everyone stays safe. Those who can drive their powered wheelchairs independently do so with consideration for others.
- Except for when pupils are unwell, which can be frequent and for extended periods, pupils' attendance is close to that of all schools nationally. They enjoy learning, being at school and socialising with friends.
- Incidents of poor behaviour are systematically reviewed and are used to revise planning for individual pupils. Leaders promote an understanding that all behaviour communicates a need. Staff work with pupils and parents and carers to remove pupils' anxieties and barriers to learning. As a result, incidents of poor behaviour are rarely repeated.
- Pupils get on very well together. They say that they 'understand what everyone is going through' and that there is no bullying. They enjoy their break and lunchtimes. These take some time, as all pupils need different amounts of care and assistance, but the breaks are used well to develop social skills and to enjoy the stimulation of the school site.

## Outcomes for pupils

## Outstanding

- Pupils engage well with teaching staff to make outstanding progress during their time at the school. A small minority of current pupils entered the school with levels that were typical for their age. Their class work shows they are making impressive progress and are on track for their expected GCSE grades at the end of Year 11.
- For pupils who are low- or very-low-achieving on entry, progress starts by making gains in communication and personal development. Parents recognise these achievements to be highly significant because they often represent the first time that

their child has been able to communicate a clear 'yes or no' choice or to indicate that they want 'more'. Pupils quickly build upon these small steps.

- Pupils achieve or exceed challenging targets and they learn to apply new skills effectively. Where a pupil falls behind, for example as a result of hospitalisation, teachers quickly intervene with corrective strategies.
- Parents and pupils are informed about progress because teachers share learning targets with pupils and report home weekly through the school's parent portal. Pupils welcome the feedback they are given at the end of every lesson, which is in line with the school's policy. They also self-assess their own understanding and skills, which supports positive attitudes towards their own progress.
- Teachers' carefully maintained records of learning show that pupils make compelling progress, particularly in communication and reading. While many make equally strong progress in mathematics, there are some for whom it is harder. Nevertheless, teachers relentlessly ensure that all pupils achieve as well in mathematics as they can, given their barriers. Low-attaining pupils develop the functional mathematical skills they will use in their future life.
- All pupils require support to access learning and, alongside their classroom studies, are also supported to develop independence. They are motivated to do so, encouraged by skilled staff who strive consistently to ensure that pupils are well prepared for life beyond school.
- Pupils enjoy subjects that require them to be expressive and sociable. They achieve particularly well in participatory and creative subjects, such as drama, music, art and sport.
- A few parents of younger pupils told inspectors that, in their view, their child's achievement was not in line with their abilities.

## Early years provision

**Good**

- Children enter the nursery with very low starting points. They settle quickly and develop warm relationships with the staff who support them. The nursery environment is stimulating. From their early years, staff ensure that individual health needs are clearly identified in order to provide care and therapy. Qualified staff support access to learning and all statutory welfare requirements are met.
- In the nursery children enjoy singing repetitive songs with actions. They explore tactile resources and develop an early awareness of other children. Children in Reception learn to communicate choice and respond to voice and touch. Parents comment favourably on how well their children have managed the step from part-time attendance in the nursery to full-time in Reception.
- Parents appreciate the pre-school group, which meets weekly. It supports them to work with their children by developing consistent communication skills. It also assists parents to improve their child's posture and other skills that will support more rapid progress when in the nursery.

- Leaders ensure that all children follow learning plans based upon a thorough assessment of their individual starting points. Although children make good progress in the early years, their targets are not consistently well matched to their starting points.
- Leaders are aware that the curriculum is not adapted precisely enough to support all children across the different aspects of their learning. The new headteacher has identified plans to refine the curriculum for nursery and Reception-age children.

## **16 to 19 study programmes**

## **Outstanding**

- The sixth form is very well led and inspires students to achieve their very best. It contributes strongly to students' learning by bridging the gap between school and college for students with very low starting points who continue to need high levels of care and support.
- The curriculum follows two pathways that are dependent on a student's ability. Both pathways are well planned, enabling students to extend their experience of school. Students deepen their learning and achievement, and continue to develop socially, emotionally and academically. Many students successfully enhance their prior accreditations. Of equal importance is the development of strong interpersonal and independent living skills.
- Leaders promote the very highest expectations and continuously assess students' progress. By the time students are in the sixth form most have higher levels of confidence to support them to catch up on basic skills, including communication.
- Students and staff work collaboratively to achieve excellence. For example, students recently worked with a poet to write a thoughtful poem. During the inspection, they were preparing for a public performance of 'The Tempest'.
- Where appropriate for the student, work experience is carefully tailored to their abilities, needs and interests. A dedicated team of transition workers helps students to enjoy and achieve a supported experience that may remain part of the student's future when they leave the school.
- By the time students leave the sixth form, they are self-assured and ready to consider their future. The transitions worker ensures that the student's voice is at the heart of decision-making and gives sensitive guidance and practical support to students and families. Students leave Treloar School having communicated clearly what they want to do in the future.

## School details

Unique reference number	116636
Local authority	Hampshire
Inspection number	10040894

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Non-maintained special
Age range of pupils	2 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	81
Of which, number on roll in 16 to 19 study programmes	20
Appropriate authority	The governing body
Chair	Mike Chadwick
Principal	Martin Ingram
Telephone number	01420 547400
Website	<a href="http://www.treloar.org.uk">www.treloar.org.uk</a>
Email address	<a href="mailto:info@treloar.org.uk">info@treloar.org.uk</a>
Date of previous inspection	15–16 October 2014

## Information about this school

- Treloar School is a non-maintained special school for pupils aged between 2 and 19 who have multiple and complex disabilities that require specialist teaching, therapy and care. It is managed by The Treloar Trust and a local governing board.
- Since the last inspection there has been a change of principal. A newly appointed headteacher came into post in January 2018.
- All pupils have an education, health and care plan for their special educational need. In addition to their prime need, approximately half of the pupils are non-verbal. On entry to the school, most pupils' attainment is typically below or well below levels that are

typical for their age. A few pupils have hearing or visual impairments, or an acquired brain injury. Some pupils have degenerative and/or life-limiting conditions.

- Since the last inspection, the school has admitted pupils into Reception and key stage 1. The nursery has extended its operation from one to three days a week.
- Almost all pupils are placed in the school by their local authorities. A small number of pupils are privately funded.
- Most pupils are of White British heritage, with a much smaller than average proportion of students from minority ethnic groups. There are similar numbers of boys and girls in the school.
- The school has a lower-than-average proportion of pupils who are eligible for pupil premium funding.
- The school does not use any alternative provision. The school meets the regulations for non-maintained special schools.

## Information about this inspection

- Inspectors observed learning in 13 lessons. A senior leader accompanied inspectors during all observations. An inspector also observed pupils at lunchtime.
- Inspectors met with pupils formally and informally to gather their views about the school.
- Inspectors looked at a sample of pupils' work, their learning plans and records of achievement.
- Meetings were held with the principal, headteacher and deputy headteacher and other senior leaders and teachers. Inspectors also met with the designated safeguarding lead, the head of human resources and two governors, including the chair of the governing body.
- One hundred and seventeen responses to the staff questionnaire were analysed.
- Inspectors scrutinised a range of school documents, including the school's self-evaluation and school improvement planning, governing body minutes, the website and policies, case studies, pupil records and learning plans, monitoring records of teaching and learning and pupil performance information.
- Inspectors reviewed the checks made on staff about their suitability to work with children.
- Inspectors discussed and considered individual pupils' progress and attainment with leaders and teachers.
- Inspectors considered 42 responses to the online parents' questionnaire, Parent View, and the accompanying free-text responses. They also took into account documentation provided by a parent who contacted Ofsted during the inspection. An inspector telephoned a small number of parents to pursue particular lines of enquiry.

## Inspection team

Linda Jacobs, lead inspector

Ofsted Inspector

Becky Greenhalgh

Ofsted Inspector

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