



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Royal School For The Deaf Derby

**Ashbourne Road
Derby
Derbyshire
DE22 3BH**

Lead Inspector
Leslie Wilson

Announced Inspection
15th - 17th February 2006 09:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

| Reader Information | |
|---------------------|---|
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

| | |
|---|---|
| Name of school | Royal School For The Deaf Derby |
| Address | Ashbourne Road Derby Derbyshire DE22 3BH |
| Telephone number | 01332 362512 |
| Fax number | 01332 299708 |
| Email address | admin.rsdd@virgin.net |
| Provider Web address | |
| Name of Governing body, Person or Authority responsible for the school | Royal School for the Deaf Trust |
| Name of Head | Vacant |
| Name of Head of Care | Jackie Biss |
| Age range of residential pupils | 8 years old to 19 years old. |
| Date of last welfare inspection | 10 th – 14 th January 2005 |

Brief Description of the School:

The Royal School for the Deaf, Derby was founded over 100 years ago. It is a non-maintained Special School providing primary and secondary education to deaf children and young people. The school has a Language and Communication policy giving equal status to British Sign Language and English. At the time of this inspection there were 91 students on roll, of which 49 students were boarding at the school for part or all of the academic week.

The school is situated on a large campus close to Derby City centre. It is within easy walking distance to the city centre making easy access to shops, leisure and educational facilities, religious establishments, libraries and parks. There are good public transport links to Derby's main bus terminal, and, regional and national rail and road links.

At the time of this visit students were accommodated in 6 Houses. Each house had a lounge, kitchen, dining facility and sufficient bathrooms and toilets. Some houses had single bedrooms and shared bedrooms. Each house had sleeping-in accommodation and a Waking Night member of staff.

The school has a multi-disciplinary approach and provides specialist support to ensure students' individual needs are met. The school employs Speech and Language Therapists and other specialist staff, including a School Nurse.

SUMMARY

This is an overview of what the inspector found during the inspection.

The Previous Head Teacher Mr Tim Sylvester left the post on 31st August 2005, and Cheryll Ford took up the post of Head Teacher on 1st September 2005.

The Inspection was Announced and started at 0900 hrs. The visit was completed by 2 Regulation Inspectors and lasted 57 hours (in total) over 3 days. The visit included morning, afternoon and evening visits. Several young people currently living at the school and several members of staff who were caring for them at the time were consulted. The Head Teacher and Head of Care were present during the inspection. Three British Sign Language Interpreter were used by the Commission for Social Care Inspection during this inspection visit. Student's records were looked at. The students gave permission for their rooms to be looked at and a member of staff and/or a young person gave a brief tour of the buildings. Policies, procedures and the schools records were also reviewed. Parent, Placing Authority and Young People's questionnaire were looked at as part of the inspection process, along with the Head Teacher's Questionnaire.

The recommendations and advisory recommendations of the previous inspection report were also looked at with the Head Teacher, Head of Care, a School Governor and other significant members of staff.

Throughout the report the words student and students are used in place of young people and the term 'the school' is used to mean the residential house and/or the main school, within the context of the sentence or paragraph.

What the school does well:

As has always been observed at the school staff and students relationship are very good with staff investing significant amounts of time and energy in ensure that students are settled well into the house and that their needs are identified and met.

Significant work has been undertaken by the health, housekeeping and catering staff since the last inspection.

Student's health needs are carefully assessed and competently addressed by well informed and trained staff, who should be commended for their hard work in ensuring that all students health needs are identified and well managed.

The school has adopted a healthy eating plan and students commented that they liked the variety and choice that the new eating plan offered. A parent

commented about 'too much takeaways' but no evidence could be found to support the comments of the parent.

The School generally provides a good environment in which young people can learn and are cared for in order to meet their individual needs. Young people commented that they 'liked being at the school'.

What has improved since the last inspection?

The school should be commended for its hard work undertaken in meeting the significant number of Recommendations and Advisory Recommendations since the last inspection visit.

The Statement of Purpose has been improved and communications for students, parents and Placing Authority have increased and are well recorded. All students now have access to email, telephone and minicom for communications.

The Child Protection policy, and Complaints policy and procedures are well known by all, and clear information has been provided for both hearing and deaf users of the school. Equally records of meetings are now available and clearly evidence the school and staffs good practice.

Risk assessments and now in place and areas of risk have mainly been reduced. Maintenance records are now up to date and the general security of the site is well managed.

Staffing has been improved, as has the records of behaviour management seen.

What they could do better:

In some areas the school needed to further develop its Health and Safety monitoring in relation to general upkeep, fire safety and environmental health issues.

Training and recruitment processes, provision and recording need to be improved especially in relation to child protection and behaviour management for staff.

Staff supervision needed to be improved so that all staff receive regular support and guidance and care planning needs further developments to become a more representative of the care students need or are provided with.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by

contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Achieving Economic Wellbeing

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

JUDGEMENT – we looked at outcomes for the following standard(s):

14 & 15

Systems were presents to ensure that the health and nutritional needs of students are met.

EVIDENCE:

All the recommendations of the previous report had been met and the medical, catering and housekeeping staff should be commended for their work in ensuring that the needs of students are addressed. The health needs of students were clearly identified and recorded. Health staff had created and maintained links with a variety of professional and agencies in order to develop the care offered to students. The School Nurses provided training to staff in Manual Handling, Epilepsy and Administration of Medication; however, this was not reflected in the training records seen.

The school has adopted a healthy eating plan and students commented that they were involved in the planning of the healthy eating plan and the choice of foods for their house. The food was sampled and found to be of a very good quality, with good levels of choice for both meat and non-meat eaters. Although some students commented in their questionnaires that the food served at the school was poor no students who spoke to us during the visits confirmed this. All students seemed to like the food. One parent commented that students had 'too many takeaways' but no evidence could be found to support this. Although students were occasionally allowed to go to a local fast food outlet for a 'treat' (less than once a week).

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 7, 10, 26 & 27

Generally students are safe but further improvements are needed to recruitment and training systems.

EVIDENCE:

Safe and secure storage of students' files meant that no other young person or unauthorised staff had access the confidential records. It was observed that staff would knock on student's bedroom doors before entering the room. Where possible students had a doorbell that activated the light in their room or staff would 'flash' the light before fully entering a room. Students commented that they felt safe and secure in the school, within the grounds and in their houses. All students had access to a telephone or minicom in order to stay in touch with family and friends. Students also had supervised access to the

Internet and emails in order to stay in touch with friends and family outside of the school.

The school had a thorough and well documented complaints procedure and time had been taken to ensure that the complaints procedure was available in all suitable formats. Students were very clear on whom they could make a complaint to and how the complaint would be dealt with. All students knew that they could make a complaint to the Commission for Social Care Inspection Inspector and were able to point out contact information placed around the school and in the home. All students commented that their first action would be to have a 'talk' with their Head of House, 'Miss' Biss the Head of Care or Mrs Ford the Head Teacher, and all at the school should be commended for the high levels of confidence that the students expressed in the complaints procedure and feeling that their complaints would be listened to and 'something' being 'done about the problems'...'and they always explain what has happened to your complaint.'

Students and all staff that they knew about the child protection procedures at the school and who was responsible for any actions. Staff felt that they were empowered to chase up any referral made to the Head Teacher, Child Protection Co-ordinator, School Governor with responsibility for child protection within any appropriate timescale to ensure that the concerns raised were being dealt with. The school has forged strong links with Derby City Area Child Protection Committee in order to keep well informed of any child protection developments and foster a good working relationship between the two bodies. A copy of Derby Area Child Protection Committee guidelines was openly available and a video was available for all staff and parents to watch, using British Sign Language, which explained the schools child protection policy and procedures. It was clear from the records seen and received that appropriate authorities had been notified of any significant events.

The home had a behaviour management plan and it was clear from the records seen that sanctions were used but that physical interventions were only rarely used at the school. Records of training did not fully indicate that all staff had received SCIP-UK training, and individual staff were able to confirm that training had not taken place. The Head Teacher explained that training had been arranged but was cancelled due to the trainer being unavailable but that the school would be seeking to put on further training soon.

During discussion with the Bursar it was commented that all windows that required restricting had been identified and remedial action taken and all houses and grounds were inspected daily and repairs were reported and actioned within 24hours. It was not possible to confirm that all windows had been restricted to ensure that safety of students and in one house only one door was a fully functioning fire door as defined by Health and Safety legislation and the Fire Safety Act. Although improvement work had commenced by the end of the inspection. The Bursar explained that the school

was in the midst of major redevelopments and plans for the old parts of the school and houses to be updated. He agreed that the major hole in the perimeter fence, which was identified in last years report, had not been mended, as was the hole in the main stonewall although a quote had been received for this work and it was being planned for.

In discussion with the HR Manager and through examination of staff files it was agreed that not all staff had had the required Criminal Records Bureau check completed prior to starting work as previous Criminal Records Bureau's had been accepted. However, since the employment of these staff robust checking procedures had been put in place to ensure that all further gaps would be explored prior to the member of staff starting work.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

JUDGEMENT – we looked at outcomes for the following standard(s):

13 & 22

Young people are provided with ample opportunities to grow, enjoy and develop in a meaningful and fun environment.

EVIDENCE:

It was clear from discussions with students and staff that a wide range of activities and events were available to meet the needs of all students and abilities. A number of during and after school activities were available and students commented that they had 'plenty' to do.

Students commented that they had 121 individual support sessions with their keyworkers and records of these were seen. It was noted that support sessions covered a variety of topics including bullying, education and personal and social development. Students were also enabled to reflect on any negative actions they had undertaken and plan for the future during these sessions. Students commented that they only had support sessions when they, or their keyworker felt that one should taken place but the Head of Care stated that all students would have at least 1 support session per term and this was confirmed through examination of support sessions records.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 9, 17 & 20

Systems are in place to ensure that young people and the parents/carers are involved in the running of the school but further improvements are need to the care planning process.

EVIDENCE:

Students have access to a Residence Council and House Meetings to discuss changes and developments in the School and houses. Students commented that the felt very involved in the running of the school, and we were able to meet with a group of students representative of each year in the school to discuss any issues that they wanted to raised. The entire group felt the school was 'great' with some students asking why they can't stay on at the school when they go to college at 18 or 19.

It was clear from observation and the comments made by students that staff and students had excellent relationships and that careful considerations had been made in the what support each student would need and which house and Head of House would be best to meet their needs. Students commented that they did not have to move house when they reached 16 years old if it was agreed that them remaining in a house would best meet their needs.

Although it was clear that work had been undertaken to begin to address the need for care plan it was noted that further development work was needed.

Students commented that they were supported in keeping in contact with parents/carers and friends. Records were seen of regular communication between staff in the houses and the parents/carers of young people. Parents commented that they felt that the staff in the house kept them well informed about the school and the care provided to their child(ren).

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for the following standard(s):

16, 21, 23, 24 & 25

Care provision in the houses is adequate but further maintenance work is needed in the houses.

EVIDENCE:

Students commented that they brought their clothes in from home and that if they needed to buy any clothes or personal effects whilst at the school then older students could go to the local shops to purchase these whilst younger students would be supported by a member of staff in doing this. All students commented that they had personal lockable spaces in which they could store personal items.

In discussion with education assistants and students keyworkers it was clear that all staff were involved in the annual reviews and copies of these minutes were seen. Where appropriate Transition Plans were in place and students commented that they had been involved in their reviews

Some of the houses were looked at. The quality of the furnishing and decoration varied from house to house with some houses having been newly redecorated and refurbished whilst other houses were part of the maintenance plans for the School. Although a number of suitable bathrooms and shower

rooms were available it was notice that in one house no hand washing facilities were located close to the downstairs toilet. The Head of House stated that staff and students used the kitchen sink to wash their hands after using the toilet. It was agreed with the Head of House, Head of Care and Head Teacher that this procedure should stop unless agreed by the Environmental Health Officer.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

JUDGEMENT – we looked at outcomes for the following standard(s):

18, 19, 28, 29, 30 & 33

EVIDENCE:

There was evidence in student's files of reviews and half-termly reports from the Head of Care. The reports seen were brief and it was not always clear how the information in the reports related to the care plans for the student. There was clear communication between the School and houses staff on the behaviours and needs of students.

Although improvements have been made to the staffing records held some gaps in Criminal Records Bureau checks and employment dates were observed. Follow a discussion to clarify the issues the HR Manager took immediate action to close any gaps.

Although all staff were able to verbally explain the care that they provided to students it was not always consistent with the care plans, which led to an understanding that either the care plan needed updating, or the information that the member of staff held was in need of updating.

Through examination of the staffs training records and discussions with staff and the HR Manager it was clear that not all staff had received the necessary training. However, records of staff induction and probationary reports were available.

Although records of supervision seen indicated that attempts had been made to supervise all staff on occasions supervision had been missed and not re-planned. It was evident that the supervision of all care staff in the house was the sole responsibility of the Head of Care, and a discussion took place with the Head Teacher that it may be appropriate to rethink this process to free up some of the Head of Care role to other primary responsibilities of the post. The Head Teacher agreed to review this process.

It was clear from the reports seen that the School Governors and the Head of Care monitored the functioning of the school on a regular basis. However, it was noted that the Head of Care monitoring of the houses and documentation was less than desirable in length between monitoring visits.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

4 Standard Exceeded (Commendable) **3** Standard Met (No Shortfalls)
2 Standard Almost Met (Minor Shortfalls) **1** Standard Not Met (Major Shortfalls)

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

| BEING HEALTHY | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 14 | 3 |
| 15 | 2 |

| STAYING SAFE | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 3 | 3 |
| 4 | 4 |
| 5 | 4 |
| 6 | X |
| 7 | 3 |
| 8 | X |
| 10 | 2 |
| 26 | 2 |
| 27 | 2 |

| ENJOYING AND ACHIEVING | |
|------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 12 | X |
| 13 | 3 |
| 22 | 3 |

| MAKING A POSITIVE CONTRIBUTION | |
|--------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 2 | 2 |
| 9 | 4 |
| 11 | X |
| 17 | 2 |
| 20 | 3 |

| ACHIEVING ECONOMIC WELLBEING | |
|------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 16 | 3 |
| 21 | 3 |
| 23 | 2 |
| 24 | 2 |
| 25 | 2 |

| MANAGEMENT | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 1 | X |
| 18 | 2 |
| 19 | 3 |
| 28 | 2 |
| 29 | 2 |
| 30 | 3 |
| 31 | X |
| 32 | X |
| 33 | 3 |

Are there any outstanding recommendations from the last inspection?

Yes

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

| No. | Standard | Recommendation | Timescale for action (Serious welfare concerns only) |
|-----|----------|---|--|
| 1 | RS15 | Consideration should be given to ensuring that all people (staff, students or otherwise) who prepare food have a Basic Food Hygiene Safety Certificate. | |
| 2 | RS15 | The recommendation of the Environmental Health Officer report should be met. | |
| 3 | RS10 | All staff should receive training in physical interventions. | |
| 4 | RS26 | All houses should be made fire safe. | |
| 5 | RS26 | The Fire Officer should be consulted over fire safety at the school. | |
| 6 | RS27 | All staff must have a current Criminal Records Bureau pertaining to their current role at the school. (Previous timescale 31/03/05 not met) | 30/06/06 |
| 7 | RS27 | Staff recruitment procedures should be in line with National Minimum Standard 27. Procedures also apply to the recruitment and use of volunteers. (Previous timescale 30/04/05 not met). | 30/06/06 |
| 8 | RS17 | Further work should be undertaken to develop care plans. | |
| 9 | RS23 | A system should be put in place to ensure that students can easily summon assistance from staff during the night and when in bathrooms. (Previous timescale 31/05/05 not met) | 31/10/06 |

| | | | |
|----|-------------|---|----------|
| 10 | RS24 & RS23 | Further improvement to the fabric and decoration of the houses should take place. | |
| 11 | RS25 | All toilets should have hand-washing and drying facilities close by. | |
| 12 | RS25 | The Environmental Health Officer should be consulted about the location of hand-washing facilities. | 30/04/06 |
| 13 | RS18 | Recording of student's progress should be closer linked to the care plan. | |
| 14 | RS28 | Care provision should be based of the care needs identified in the care plan. | 30/06/06 |
| 15 | RS28 | Care plans should be regularly reviewed and updated. | 30/06/06 |
| 16 | RS29 | Comprehensive training records should be kept. | 30/06/06 |
| 17 | RS30 | Consideration should be given to the Head of Care supervising the Heads of Houses and the Head of each House supervising their care team. | |
| 18 | RS33 | More regular monitoring of the home should take place. | |
| | | | |

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