

inspection report

Residential Special School (not registered as
a Children's Home)

Royal School For The Deaf

50 Topsham Road

Exeter

Devon

EX2 4NF

19th January 2005

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Royal School For The Deaf

Address

50 Topsham Road, Exeter, Devon, EX2 4NF

Tel No:

01392 272692

Fax No:

Email Address:

Name of Governing body, Person or Authority responsible for the school

Royal School for the Deaf

Name of Head

Mr John Shaw

CSCI Classification

Residential Special School

Type of school

The Royal School for the Deaf is a non-maintained residential special school for deaf children.

Date of last boarding welfare inspection:

23/09/03

Date of Inspection Visit		19th January 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Derek Curtis	
Name of CSCI Inspector	2	Jim Palmer	071563
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Not applicable	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		Not applicable	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		Helen Campbell Jo Lindley	
Name of Establishment Representative at the time of inspection		Mr John Shaw, Principal	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Royal School For The Deaf

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

The Royal School for the Deaf is a non-maintained residential special school for deaf children. Some students also have additional learning difficulties, and/or physical disabilities or visual impairments.

The school was established in 1826 to provide education for deaf children from the South-West of England. It moved to its present site in 1828 and now serves more than 30 local education authorities, including those in South Wales, London and Jersey.

The school is registered with the Department for Education and Skills (DfES) and is a registered charity.

The residential provision consists of three boarding areas – Olding and Kettlewell for primary and secondary school age children and the Further Education College residential units for post 16 students. Students under the age of 16 years are weekly or part-time boarders and return home for weekends and holidays. The Further Education College accommodates young people, aged sixteen and over, as termly boarders. These students return home during the holiday periods and one weekend in three during the term.

The school employs an audiologist and speech and language therapist and has other specialist visiting support, for example physiotherapist, occupational therapist, orthoptist and orthotist services.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The management team provide clear leadership, both students and staff said that they felt valued and well supported. A significant majority of parents commented that they felt their children's needs were being well met by the staff, and that they felt consulted and involved in decision making regarding the education and care of their children. Parental questionnaires, commented on the degree of professionalism and commitment that the staff and senior management team provided. Parents feel that the best things about the school are the caring and supportive ethos of the school and the way in which children and young people are individually encouraged and enabled to reach their potential in an environment that understands and supports their particular special needs. They also feel that allowing their child to attend the school on a residential basis was a good decision and that the school offers a good range of activities and social opportunities to students.

The liaison between the multi –disciplinary staff teams appeared to be good. Each displayed a high level of knowledge, about the individual needs of the pupils.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school could improve, the personal development of the care staff by introducing more formal models of supervision and by introducing an annual staff development programme for all care staff. The school should also ensure that all staff personnel records hold all of the information necessary to ensure the safety of children.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This report is the second by the National Care Standards Commission and the Commission for Social Care Inspection, under the National Minimum Standards for Residential Special Schools.

At the last inspection there were four advisory recommendations, it was pleasing to note that each of the recommendations had been fully implemented. At this inspection there were four advisory recommendations and no recommended actions.

The staff team and senior managers continue to display a commitment to providing a specialist centre of excellence in education and care for deaf children and young people. The school has an open and friendly ethos. The service provided by the school is very much valued by the children and young people attending the school and their families. The standard of care and commitment to meeting the students' needs in an individualised way is commendable.

The school is aware of the changing nature of the needs that it being asked to meet and has recently appointed a business development manager, to the senior management team.

The inspectors would like to thank the young people, the staff and the principal for their warm welcome, co-operation and assistance during the inspection.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority
Secretary of State**

NO

NO

NA

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

YES

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS27	The school should ensure that all staff employment records hold all of the information held in two references, an application form or CV and an explanation of any gaps in employment history.
2	RS27	The school should ensure that all adults who live on the premises, who are not employed by the school, should hold a CRB check.
3	RS30	The school should ensure that all staff are subject of an annual appraisal and have personal development plans, and that written supervision notes are provided in all cases.

4	RS19	The school should ensure that each of the separate component parts of the young persons case file is consolidated into one document for archive purposes.
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Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	19/01/05
Time of Inspection	9.00
Duration Of Inspection (hrs.)	46
Number of Inspector Days spent on site	4.5

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence

Standard met?

3

The school has a written Statement of Purpose that describes what the school sets out to do for those children it accommodates and the manner in which care is provided. The statement is made up of a range of documents, for example, the school prospectus and mission statement, annual reports and information supplied to the children and young people, their parents/carers and staff.

This documentation has been recently reviewed, the Statement of Purpose remains unchanged but the prospectus was re-drafted in September 2004. The school has recently appointed a Business Development Manager. This appointment is the starting point for a review of the purpose of the school.

The range of needs to be met under the statement of purpose are capable of being fulfilled by the school as it currently operates and the school only admits children and young people whose assessed needs can be met within the purpose of the school.

Conversation with staff indicated they were familiar with information contained in the School Prospectus though less clear with regard to the Statement of Purpose. All staff spoken with were, however, clear regarding what the school was trying to achieve and the nature of the needs of the pupils and students.

Evidence: school prospectus; student handbook; staff handbook; parents' leaflet; annual reports; pre-inspection questionnaire; separate discussions with the principal, the head of care and staff; head's self-assessment form; questionnaire survey responses.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence

Standard met?

3

Twenty four questionnaires were returned by parents, of those the great majority felt that their opinions were sought and their views valued; 21 of 24 questionnaires confirmed that they were consulted by the school before any major decision was made. A further 23 of 24 felt the school was good at keeping them informed and 20 of 24 felt listened to. When asked how well parents thought their children were looked after by the school, 19 felt very well; 5 quite well; 1 quite badly.

A meeting of the school council was held during the inspection and attended by an inspector and a signing interpreter. The school council contributes to boarding issues. The meeting was managed by a signing teacher, but "chaired" by a an elected young person. The inspector felt the meeting was excellent in and all members participated with encouragement from the staff. The emphasis of the meeting on that occasion focused on the school day but care staff seek to act on suggestions made in this forum where possible. There are no formal regular house meetings organised by care staff but meetings will be called if issues arise.

Evidence: observation; questionnaire survey responses; head's self-assessment form; schools council meeting minutes and responses; group discussions with students.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?****3**

There is practice guidance on privacy and confidentiality in the staff handbook.
 Discussion with staff and questionnaire survey responses show that staff are aware that privacy and confidentiality must be respected. Staff knock on doors or use the lights to alert a student that they wish to enter their bedroom and wait for a response before entering.
 Staff were aware of safety issues. Doctors' visits are accompanied by signing staff who will withdraw whilst personal examinations take place if YP desires.
 Room searches undertaken by two staff – this was said to be established practice but no written advice/policy on this. Sometimes this is done when YP (ADHD) is not around because of reaction of YP. Policy for this needed.
 These are usually recorded on child's log sheet.
 Students in F.E. College have keys to their bedrooms.
 Bathroom and toilet facilities have internal locks.
 Parents questionnaire responses confirmed that they could see their child in private if they wish.

Evidence: tour of premises; discussions with students; discussions with staff; questionnaire survey responses; staff handbook.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?****3**

An advisory recommendation was made at the last inspection that children and their parents could make a complaint directly to the CSCI if they wished. This information has been included in the new starter pack and a letter has been sent to all parents providing them with contact details. Of those parents who responded to the questionnaire, 17 of 24 said that had been given information on how to raise a complaint; 5 said no; 2 were unsure. When asked if parents were aware that they could make a complaint directly to the Commission 13 of 24 said yes; 9 said no; 1 unsure and 1 forgotten. This does show an increase in parents being aware of the role of the Commission since the last inspection. One parent reported having made a complaint and indicated that they felt that it had been resolved satisfactorily.
 In discussion and staff questionnaire survey responses, staff confirmed that they are aware of the complaints policy and how to deal with complaints and grievances.
 Discussions with students confirmed that they are aware of how to make a complaint within the school.
 This Standard is now fully met.

Evidence: survey questionnaire responses; discussions with staff; discussions with students.

Number of complaints about care at the school recorded over last 12 months:

X

Number of above complaints substantiated:

X

Number of complaints received by CSCI about the school over last 12 months:

X

Number of above complaints substantiated:

X

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

3

In discussion with the Head of Care, she confirmed that she has undertaken external child protection training and that all staff receive annual refresher child protection awareness training, led by the Principal. Meetings held with staff groups and staff questionnaire survey responses confirm that staff are aware of the school's child protection policy and procedures. All staff are made aware of their responsibility to protect the students. The principal attends area child protection education sub-group meetings. The principal stated that the local Social Services Department has approved the school's child protection policy and procedures. The school has introduced additional training for nominated staff in order to improve coordinator training in respect of child protection. This is welcomed.

The school's child protection policy does not make reference to the fact that the Commission may be contacted if staff have child protection concerns, however the staff handbook does and all staff spoken with were aware of the "whistle-blowing" policy.

Evidence: questionnaire survey responses; discussions with staff; head's self-assessment form; pre-inspection questionnaire.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

X

Standard 6 (6.1 - 6.5) The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.		
Key Findings and Evidence	Standard met?	3
<p>Discussion with staff and staff questionnaire survey responses confirmed that staff are aware of the school's anti-bullying policy and would take any reports of bullying from the students seriously.</p> <p>The school uses assemblies, tutorials, key-worker sessions and group role play sessions to raise awareness of bullying issues and strategies for dealing with bullying behaviour. Students did not raise bullying as an issue during meetings with the inspectors. However one parent questionnaire did raise bullying as an issue. The Principal did raise a specific group of young people who had recently transferred from another school, which had effected the group dynamics, the Principal and staff were aware of the situation and taking appropriate action to monitor and manage the situation.</p> <p>The school aims to improve in raising awareness of bullying issues, focussing on reducing incidents of bullying and including the risk of bullying and behaviour management strategies in risk assessments.</p> <p>Evidence: head's self-assessment form; discussions with staff and students; questionnaire survey responses; policies and procedures.</p>		
Percentage of pupils reporting never or hardly ever being bullied	95.8 %	

Standard 7 (7.1 - 7.7) 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.		
Key Findings and Evidence	Standard met?	3
<p>23 of 24 parents who replied to the questionnaire survey agreed that staff are good at letting them know about things that happen with their child.</p> <p>The principal is aware of the school should notify promptly the National Care Standards Commission of events detailed in NMS 7.2 and 7.6.</p> <p>No notifications have been made.</p> <p>In the event of an incident, staff would contact the senior on call.</p> <p>Incidents are recorded on incident reports.</p> <p>Evidence: questionnaire survey responses; pre-inspection questionnaire; discussion with principal; discussions with staff,</p>		
NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:		
• conduct by member of staff indicating unsuitability to work with children	<div>X</div>	
• serious harm to a child	<div>X</div>	
• serious illness or accident of a child	<div>X</div>	
• serious incident requiring police to be called	<div>X</div>	

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>All young people resident at the school (not College) are expected back by 9.30 unless there are other arrangements agreed. Children may 'run if upset' but usually remain within the bounds of the school. If a child is missing without consent an on call member of the senior management team will be called. Senior staff are responsible for notifying other agencies and recording details. Care Staff record on child's log that over fourteen year olds can go out alone if staff and parents agree liked to a completed risk assessment.</p> <p>Evidence: head's self-assessment form; pre-inspection questionnaire; policies and procedures.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	4
<p>At the last inspection this standard was exceeded, at this inspection relationships between staff and children and their families was assessed as excellent. Comments made in parent's questionnaires indicated that the vast majority of parents felt that staff worked in a highly professional and supportive manner towards not only the pupils but to all members of their families. Many parents commented that they felt that relationships between children and staff, was very good. Many felt that their children were treated as individuals. Many reported that their child is thriving and making good progress at the school, socially as well as educationally.</p> <p>The inspectors observed that all staff related to the children and young people in a calm, caring and professional manner, taking time and care to listen to and understand what the children and young people wanted to say. The inspectors observed that the children and young people were happy, relaxed and relating well and easily to staff and one another. Staff encouraged children and young people to be inclusive and respectful to one another. The school aims to foster an open and nurturing environment throughout the school where everyone, staff and students, are respected as individuals, valued and included. Excellent communication and partnership with parents is maintained.</p> <p>Evidence: observation; discussions with young people; discussions with the principal, senior managers and staff; questionnaire survey responses.</p>		

Standard 10 (10.1 – 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence**Standard met?****3**

At the previous inspection, an advisory recommendation was made, that all sanctions imposed be recorded in a bound and numbered book which contained information regarding prohibited sanctions. The school is introducing individual behaviour plans for pupils and is providing training for all staff in team teach based approach to behaviour management. Behaviour management plan includes: trigger points and defusing methods – these are recorded on the child's file. Fortunately existing group not much prone to physical outbursts - upsets can usually be defused.

Staff reward desired behaviour by praise, rewards and special mention at assembly. A range of sanctions may be used, for example, missing an activity, time out in room, being "grounded" or restriction of time off-site (for students aged over 14 years) or early bedtime. Young people said they thought that staff were fair when they imposed sanctions.

A sample of incident reports were read. Restraints are also recorded on incident logs with a central log kept by deputy head. A record of all school exclusions is also maintained.

17 of the 24 parents who replied to the questionnaire survey agreed that the school had told them about its rules. Four said that they had not been told and three did not comment. The majority of parents thought that the rules were "ok" or "fair". Most parents agreed that the school had told them about what punishments it uses and were in agreement with the school's policy on behaviour management. A number of parents said that they were pleased that staff consulted them about behavioural issues and discussed proposed sanctions with them before any were applied.

Evidence: head's self-assessment form; discussions with deputy principal and other staff; questionnaire survey responses; sanctions and restraints records; policies and procedures; discussions with students.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

3

The school has an admission process, which includes an assessment of the young person's needs to ensure that the school can meet their needs. The young person and their parents have an opportunity to visit the school and the residential accommodation before admission. Young people placed on an emergency basis may be admitted to the school on a trial basis. Each young person has an appointed key worker and this is decided on an individual basis, to suit the young person.

As a young person transfers from the main school to the F.E. college or to another school or leaving the school, a transition plan is drawn up.

The young people were aware of these plans and confirmed that they had been involved in the planning process.

The school liaises with other agencies, particularly the Connexions advisors in the student's home area and with social workers and other professionals for young people leaving care.

The school supports young people in visiting future placements. Staff from future placements, are encouraged to visit the young person at the school to exchange information and develop relationships to ensure a smooth transfer is effected.

Evidence: discussions with staff; policies and procedures; discussions with young people.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

3

At the previous inspection, the school intended to develop closer links between the school teaching staff and the care staff teams.

The Head of Care or in her absence senior care workers meet on a daily basis with the Deputy Principal for formal handover of information. All staff spoken with by the inspectors, felt that inter professional liaison was good. All staff spoken with felt they had all key information concerning the needs and behaviour management of the students. There are also informal lines of communication between different groups of staff within the school.

Evidence: head's self-assessment form, discussion with senior managers; discussions with staff; observation.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

3

A wide range of activities are offered to young people, outside of the school day. Students are provided with the opportunity to undertake a range of activities on and off the school site. On-site activities include swimming, football, arts and crafts, cookery, indoor games, tv and videos.

However some young people did say that they felt some could be more varied. The school has increased staffing ratio's at weekends and created an additional post allowing for a greater degree of flexibility and staff time available to undertake activities. Some parent questionnaires suggested greater variation and more individual community based leisure activities would be of benefit to some young people. One suggested that the school could perhaps do more to encourage existing hobbies or interests such as gardening or cooking.

Off-site activities include cinema, theatre, museum and art gallery trips, outdoor pursuits - for example, canoeing and sailing, attending football matches, bowling, walking, outings to the beach, local parks or shops and restaurants, youth and football clubs or deaf club. Some parents commented that the activities available to their child are one of the best things about the school.

Evidence: survey questionnaire responses; head' self-assessment questionnaire; pre-inspection questionnaire; observation; discussions with young people; discussions with staff.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?****3**

During the absence of the head of care, a senior member of the F.E. College care staff has taken responsibility for the arranging of medical appointments, the ordering and stock control of medicines and the distribution of medicines within the school.

Care staff told the inspectors that, they had not been given training in the handling of medication but most staff are trained by community nurse to administer medication in case of emergency. Staff can refuse this training if unwilling to provide this service. There is a register kept of trained staff.

Requests for medication are made via the Head of Care or designated staff member. All medication given to child from original pot which is kept in bag with MAR sheet normally secured in medical centre. System works across school and house to avoid duplication. Staff sign after child has taken medication – this includes non prescribed medicines. Completed MAR sheets placed on child's file when filled. Medications are stored in locked cabinets within locked rooms. Records of medications administered are kept with the date, time and dosage recorded and signed by the staff who have administered the medication.

Health needs are well catered for. A local GP visits the school for consultations every Tuesday. Students can also attend a local GP surgery for consultation as required. A community nurse also visits the school as required.

The school employs an audiologist and speech and language therapist. Occupational and physiotherapist and other specialist provide a visiting service to the school.

Most students' dental needs are attended to during school holidays or on home visits. Appointments at a local dental clinic are made on parental request.

Staff confirmed that they have received training on first aid and also on a range of medical/health needs – for example, diabetes and epilepsy.

Evidence: head's self-assessment form; discussion with deputy principal; pre-inspection questionnaire; observation; staff questionnaire survey responses.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

The inspectors shared meals with groups in the dining room. These were pleasant social occasions with staff and young people sitting in small table groups, engaging in group or individual conversation. The four-week basic menu planning evolves according to the students' likes and dislikes. Catering staff take note of students' comments about particular items and assess popularity of menu items by the amount eaten/wasted and incorporate these findings into the next four weekly cycle of planning.

Fresh fruit and a salad option are available each day.

Catering staff are provided with information about individual dietary requirements so that appropriate dietary needs can be catered for. A range of dietary needs is currently catered for, for example, vegetarian options or soya produce are made available.

Students are involved in taster sessions to inform purchasing choices.

The inspectors shared meals with the students in the dining room. Meals are a social occasion with staff and students sitting and eating together in groups. The food was appetising and well presented with sufficient quantity for students to have a second helping if they chose.

Evidence: discussion with domestic bursar and catering staff; discussions with students; meals taken with students; menus.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

3

Staff will support young people in purchasing their own personal requisites on an individual or group basis. Staff may also assist students to purchase clothing if they request this and parents agree. Children are able to select their own choice of clothes, during school activities school uniform is worn.

Many young people take their clothing home at weekends for changing and laundering. The school does provide laundry facilities on site.

Evidence: Pre-inspection questionnaire; Discussion with students; discussion with staff; direct observation

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

3

Each young person attending the school will have an annual education review. Young people and their parents are invited to attend annual reviews and are consulted on the content of reports. Parents receive a copy of minutes of reviews. Feedback from parents via questionnaires indicated that a substantial number felt well consulted by the school with regard to planning and decision making. Staff will discuss issues with young people both prior to meetings being held and following meetings if required. Planning meetings and reviews, are attended by key staff, and the head of care. Information is transferred to staff by verbal feedback and daily recordings.

Individual needs are assessed and identified as part of the admission process, thereafter they are monitored by staff on an on-going basis. Liaison with parents is good.

Evidence: Pre-inspection questionnaire; Self assessment form; file tracking; discussion head of care and other staff; parent feedback; discussion with young people.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

The case records of four students (two school and two college) were looked at. In addition an archived file was also examined. These files are held centrally in the school office and in an archive facility, the care files are maintained in the house units. The files looked at held all of the information required. Though in the case of one file it did not hold social services reviews of placements. These were usually undertaken during holiday periods, when the young person was staying in the home locality. This standard is now met.

The head of Care described the changes that have been introduced since the last inspection, all entries in the case records are now signed and dated by the author. Those records checked held the required information.

Evidence: Discussion with Head of Care and Care Staff; File tracking ; Discussion with Principal

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

The register of children and staff is held centrally in the school office. All visitors to the school are recorded.

The schools holds records of sanctions imposed; accidents; incidents; staff rosters and menus, in accordance with the National Minimum Standards.

Evidence: School records; Discussion with head of Care; Discussion with staff.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

4

An overwhelming majority of parent questionnaires returned indicated that parents were kept well informed about what was happening at the school. A majority of parents also said that they were made welcome by the school, when they made enquiries about their children or visiting the school.

Parents who live long distances from the school appreciate that the school encourages family visits by providing accommodation free of charge to parents and other family members.

Staff spoken with were aware of contact arrangements for each of the young people that they cared for.

Students can use their own mobile phones if they wish. This area of work by the school was commendable.

Evidence: head's self-assessment form; survey questionnaire responses; interview with deputy principal.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

3

The school undertakes transition planning as part of the annual review process. The school and college had good links with the Connexions service personal advisors, and encourages young people, their families and placing authority to consider on going needs for their future lives after leaving or moving on from the school.

Evidence: Pre-inspection questionnaire; Discussion with staff; Discussion with Head of Care.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?****3**

Children and young people are provided with high levels of support.

Students the inspectors met with during the inspection, confirmed they felt listened to and were able to ask staff when they felt they needed support.

A key worker system is operated on the residential side and each young person has an individual tutor. Liaison between these groups of staff is good.

Each young person has an annual review and a personal plan. Additional professional support is provided where there is a need identified in the care plan or annual review.

Evidence: Case records; conversation with young people; Discussion with Head of Care; Pre-inspection questionnaires; feedback from parents.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence

Standard met?

3

The school is located close to city centre and local sports, leisure and other amenities. The school has spacious grounds and good outdoor facilities.

The buildings were not purpose built for the current range of physical disabilities; some of the students now have disabilities, but all the necessary access to all parts of the building and site they need to use.

The school has a maintenance and repair plan to upgrade and modernise some of the older buildings.

The open campus, next to a main road presents something of a security issue but there are systems in place to ensure the safety of students and staff and staff are reminded to remain alert and report any person on the site who is not wearing a school security pass.

The campus buildings are well maintained, and pleasantly decorated. Any health and safety concerns are attended to in a timely manner. A full property review is about to be undertaken.

Evidence: tour of the premises; discussion with managers and staff; discussions with students; observation.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence**Standard met?****3**

There are three residential areas within the school – Olding and Kettlewell for main school children and the residential blocks in the Further Education College for post 16 students. Students have their own bedrooms with hand basin. Groups are divided according to gender and age. The boarding accommodation is generally well maintained and decorated to an acceptable standard. Young people are able to personalise their bedrooms, if they wish. Accommodation is spacious with a good range of facilities. The accommodation has been adjusted to suit the needs of current students.

Windows and doors have been replaced in Kettlewell.

The school regularly replaces and updates certain furniture and fittings as funds allow and improve on security.

Evidence: tour of the premises; discussion with managers and staff; discussion with students; pre-inspection questionnaire.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?****3**

There are sufficient baths, showers and toilets for both young people and staff.

Students did not raise privacy in the bathing and toilet facilities as an issue with the inspectors in discussions.

Evidence: tour of premises; discussions with students; discussions with staff.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?****3**

A letter received from Exeter City Council Environmental Health Officer confirming that there are no outstanding food safety requirements for the school.

A letter from the Devon Fire safety Officer also confirmed there were no concerns. The fire risk assessment was seen, along with the fire precautions log book – checks are made on fire alarm system and other fire safety equipment and a record of fire drills is kept. The principal reviews and signs the records.

Gas and electrical installations are serviced regularly.

A health and safety audit has been undertaken. A system for reporting “near misses” is now in place.

On-site and off-site individual risk assessments and activities risk assessments are undertaken – evidenced by inspection of records and individual and group discussion with staff.

There are written guidelines for the use of school transport and the inspector was informed that, when pupils and students are on board, only Devon County Council approved drivers are allowed to drive the school’s mini-buses.

Evidence: interview with domestic bursar; fire precautions records; accident records; interview with staff responsible for health and safety; risk management briefing notes.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

2

Vacancies are advertised in the local and national press, Devon bulletin and at the Job Centre. Applicants complete a letter of application accompanied by a c.v. Short listed candidates visit the school and undertake a formal interview. References and checks are undertaken – CRB check, two written references, medical check, proof of qualifications – for the successful candidate. Appointment is subject to satisfactory completion of probationary period.

All newly appointed staff and volunteers undergo enhanced CRB checks. The school is in process of ensuring that a CRB check has been undertaken for all existing staff.

Staff checks confirmed the process undertaken with new staff. Three staff personnel files were checked, two held all of the information required the third did not hold all information, in that, only one reference was held on file, the employment checklist was not signed nor dated, and the file did not hold an application form. Employment history is discussed with applicants at interview.

It did appear that one adult living on the premises had not undertaken a CRB check.

Two advisory recommendations have been made.

Evidence: discussions with head of care and other staff; pre-inspection questionnaire; staff file checks.

Total number of care staff:

14

Number of care staff who left in last 12 months:

X

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

21 parent questionnaires were returned. Twenty felt the staff students ratio's were sufficient, one felt that there were insufficient staff at evenings in college to fully meet the needs of the young people.

Agency staff are not used.

Members of staff sleep-in in all residential areas. The principal or deputy principal or head of care provide on-call support to staff in the evenings and at weekends.

Staffing levels during the inspection visit were observed to be adequate and in discussion, care staff said that staffing levels are adequate in general, staff pupil ratio's have been increased since the last inspection.

Evidence: pre-inspection questionnaire; questionnaire survey responses; staffing rota; discussion with head of care; discussions with staff.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

3

Staff feedback was positive about training opportunities provided. All staff have either completed NVQ level three or are registered on the award. In addition additional in service training is provided – for example, induction training, British Sign Language (BSL), risk assessment training, Team Teach, and assessors training.

Staff said that regular staff meetings and the staff handbook were also helpful in providing them with required information.

Evidence: survey questionnaire responses; discussions with staff

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?****2**

Staff reported feeling well supported, and commented that they could request advice or support whenever required. However care staff spoken with, were unaware of an annual appraisal scheme or personal development plans. Teaching staff told inspectors that they did have a personal development plan that was reviewed annually.

Care staff confirmed that they receive 1:1 supervision, however they also told inspectors that they did not always receive written copies of supervision notes and any agreed actions. This is an area of work that could be strengthened to fully meet NMS 30.3 and 30.6.

Evidence: Discussion Head of Care; Discussion with staff.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

The school is well managed by the senior staff team. The head of care holds a degree in social work and community studies.

A majority of parents who provided feedback for the inspection agreed that staff do a good job of caring for their child and that the school is well organised and managed. Many said that they felt that the staff were excellent and should be commended for the high standard of care and education that is provided.

There are clear management structures within the school. The senior management team meet regularly, as do the care team and other professional staff groups. Liaison between professional disciplines is good.

The senior management team, led by the principal provides very clear and committed leadership to the staff.

All staff were aware of on-call senior manager arrangements out of office hours. The school intends to improve on the supervision and appraisal arrangements for staff other than teachers.

Evidence: pre-inspection questionnaire; discussion with head of care and staff; questionnaire survey responses.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

X %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence**Standard met?**

3

This standard was fully met at the previous inspection and remains unchanged. There are systems of delegated power in place to ensure such notification and structures are in place to fully meet the standard.

Senior members of staff, delegated by the principal to do so, monitor records to identify any patterns or issues requiring action, for example, records are kept of accidents and near misses involving students and members of staff. The principal and senior management check the records to identify any particular patterns or problem areas for which a particular risk management strategy might be needed.

The principal reports to the governing body on the overall monitoring of the management of the school.

Evidence: discussions with the principal and senior managers; pre-inspection questionnaire; record checks.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

3

The previous person who made the Standard 33 visits is no longer able to do these; these are being undertaken, by members of the school governors. During the course of the inspection, the inspector met the chair of the governing body. He was shown a newly designed, comprehensive pro-forma that is being introduced to help in the monitoring task.

Visits are made half-termly but are not fully unannounced. The principal and head of care have prior knowledge of the visits.

Evidence: pre-inspection questionnaire; head's self-assessment form.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor**

Signature

Date

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on the 19th, 20th, and 21st January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

☐

Comments were received from the provider

☐

Head's comments/factual amendments were incorporated into the final inspection report

☐

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

☐

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 25th July 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

☐

Action plan was received at the point of publication

☐

Action plan covers all the statutory requirements in a timely fashion

☐

Action plan did not cover all the statutory requirements and required further discussion

☐

Provider has declined to provide an action plan

☐

Other: <enter details here>

☐

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I John Shaw of the Royal school for the Deaf confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name

Signature

Designation

Date

Or

D.3.2 I John Shaw of The Royal School for the Deaf am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name

Signature

Designation

Date

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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S0000022216.V194236.R01

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