

Exeter Royal Academy for Deaf Education

Inspection report

Unique Reference Number	113654
Local Authority	Devon
Inspection number	378736
Inspection dates	12–13 October 2011
Reporting inspector	David Muir HMI

This inspection of the school was carried out under section 5 of the Education Act 2005. The inspection of social care was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Not applicable
School category	Non-maintained special school
Age range of pupils	5–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	113
Of which, number on roll in the sixth form	65
Appropriate authority	The governing body
Chair	Marge Clarke
Principal	Rosalyn Way
Date of previous school inspection	7–8 October 2008
School address	50 Topsham Road Exeter Devon EX2 4NF
Telephone number	01392 272692
Fax number	01392 431146
Email address	info@exeterdeafacademy.ac.uk

Age group	5–19
Inspection date(s)	12–13 October 2011
Inspection number	378736

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one of Her Majesty's Inspectors, one additional inspector and two social care inspectors. Inspectors observed 11 lessons and 11 teachers were seen. Meetings were held with: the Chief Executive; a group of pupils; the Chair of the Governing Body; and a range of staff, including the Principal, Deputy and Assistant Principals and three recently appointed middle leaders. The inspectors observed the school's work and looked at a wide range of documentation, including the academy development plan, minutes of meetings of the governing body and monitoring and evaluation documents. Inspectors analysed questionnaires returned by two parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The accuracy of the monitoring of pupils' progress across all areas and key stages of the academy.
- How well the recent changes to the leadership and management structure have improved the quality of care and education in the academy.
- How well the leadership has managed the recent changes to the staffing and whether it has raised expectations and aspirations across the school.
- How well the teaching meets the needs of all pupils, taking into account their special educational needs and/or disabilities.

Information about the school

Exeter Royal Academy for Deaf Education is a non-maintained special school which provides a national resource for severe to profoundly deaf students, the majority of whom use British Sign Language (BSL) as their first language. It comprises a school for students aged 5 to 17, and a post-16 department. As the majority of pupils have BSL as their first language, they are learning English as a second language. They come from a range of social, economic and cultural backgrounds, with the large majority being White British. The academy offers residential and day placements to pupils.

Since the previous inspection, the management structure of the academy has been reorganised. A new governing body has been convened with responsibility for the academy's work in education and care. A new principal was appointed in spring 2010 and who has overall responsibility for the leadership of education in the academy and the provision of continuity between the school and post-16 college aspects of the academy. Plans are now in place for the academy to relocate to a new site in Exeter in 2014.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a school which provides good care and satisfactory education. The academy has undergone many changes since the previous inspection. However, many of the changes are in their infancy and their impact is not fully evident. In the inspection of the residential provision, all National Minimum Standards were met, although some minor recommendations have been made in this report to improve the provision further.

Safeguarding is outstanding in the school and safety is good in the residence. Pupils have access to specialist advice around keeping themselves safe within the context of their deafness. Changes to the leadership structure have allowed the academy to focus better on improving the quality of education in all key stages. The leadership team has implemented new procedures in many aspects of its work. Although in their early days, the procedures are well planned and appropriate. Academy leaders and managers, including the governing body and the Chief Executive, have a clear view of how the quality of education and care can be improved further.

Changes to the curriculum across the academy, including the post-16 provision, enable it to match pupils' needs and abilities increasingly well. When pupils enter the academy, some are at risk of disengagement from education for a variety of reasons. The curriculum helps to re-engage them in their learning and provides a wide range of opportunities for pupils to raise their own aspirations; this has included the recent introduction of new courses such as GCSEs. Nevertheless, leaders are aware of the need to ensure that, over time, the curriculum continues to meet the needs of pupils in all key stages, including the sixth form. The quality of teaching is satisfactory overall. However, there are examples of outstanding teaching where pupils make impressive gains in their learning through a range of exciting activities. Attendance in the academy is low overall, but clearly pupils enjoy school and are increasingly active learners. The academy has many procedures and strategies in place to encourage parents and carers to ensure that their children attend more regularly. Due to the national catchment area and the specific needs of the pupils, it is not always possible for pupils to have medical and other appointments at convenient times to promote improved attendance.

Well-targeted work with individual pupils in the academy has a significant impact on improving their social and communication skills, leading to less disaffection and improved behaviour. However, more time is needed to demonstrate the sustained impact of the academy's work on educational outcomes. Systems for recording and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

monitoring pupil progress have been amended recently. Although not yet fully established, they build on previous evidence which shows that pupils make generally satisfactory progress in all key stages, including the sixth form. The academy has started to monitor the progress of different groups of pupils more effectively, although there is scope for further depth of analysis in order to maintain a sharper focus on the progress of different groups over time. The school has a wide range of partnerships to support learning and well-being. Pupils' spiritual, moral, social and cultural development is satisfactory, but with particular strengths in social and moral development.

Although the number of returns received to the parent/carer questionnaires was disappointingly small, the academy's own surveys of parents'/carers' views show that the parents and carers value the work that the academy does with their children. Lesson observations by inspectors found that the recently appointed middle leaders have brought strengths to the school which are already having an impact on the quality of teaching and learning. Leaders have also been skilful in identifying where training and support are needed, so that the needs of pupils are met more effectively. They are also using the skills of some teachers to disseminate the best teaching throughout the school. The governing body plays an active part in monitoring and evaluating the academy's performance and knows it well. However, it is aware that some new members require further training in how to hold the leadership of the school more to account for its work. The drive provided by the principal and the senior leadership team provides motivation and vision for the majority of staff. Most staff are enthusiastic and excited about the opportunities they are given to contribute to the development of the school. The academy's self-evaluation judgments are largely in line with the outcomes of this inspection. Due to that, the clear plans for improvement and the early signs of improvements in provision, the school demonstrates a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and improve pupils' progress by ensuring that:
 - the curriculum is reviewed regularly and adapted to meet the needs of all pupils, and is relevant to them, so that it continues to contribute to the raising of aspirations and expectations
 - the use of data is refined, so that leaders are able to monitor groups of pupils and identify any trends or patterns of underperformance as early as possible.
 - the overall quality of teaching is raised from satisfactory to good by identifying and sharing the best practice available in the school
 - the level of attendance in the academy is improved by investigating and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

implementing further ways to promote it.

- Improve outcomes in the post-16 provision by ensuring that the curriculum is regularly reviewed, so that it is able to meet the needs of all students in the post-16 provision.
- Improve aspects of the National Minimum Standards by:
 - updating medication policy to include administration and recording procedure for controlled medication and ensure the contents comply with best practice guidance
 - accelerating the planned training for staff in anti-bullying techniques
 - raising the awareness of residential pupils to equality and diversity issues, particularly in relation to culture and religion, and address individual needs within care plans.

Outcomes for individuals and groups of pupils**3**

Evidence from the inspection and the school's monitoring shows that pupils are making satisfactory progress overall. When they enter the school, generally they have attainment which is low due to their previous experiences of education. Currently, they leave the academy with low attainment, having made good progress in their attitudes to learning and their aspirations. Their achievement and enjoyment of learning are satisfactory overall. Some very recent improvements to the curriculum and quality of teaching promote satisfactory and sometimes better learning in lessons. One example of outstanding learning seen was in a science lesson when pupils were all actively engaged in discussing genetic diseases and were keen to role play the parts of red blood cells and oxygen molecules. The active learning gave students a variety of ways to understand the lesson. The trend of improvements has continued into the sixth form, where students make satisfactory progress also. Pupils develop a strong awareness of deaf culture, through input by Deaf instructors

Pupils feel safe in the academy. Although they say that there is some verbal bullying, they say also that this is tackled well by staff. During their time in the academy, they are increasingly able to manage their own behaviour well and, as a result, no disruptive behaviour was seen during this inspection in lessons or around school. Pupils' improved behaviour is a significant factor in their improved learning. There is a good level of involvement in sports and other activities to promote healthy lifestyles. The academy provides food which is healthy and nutritious, including good-quality salads and vegetarian options. Students make healthy choices. Moral and social development are both good and are reflected in the way that pupils conduct themselves around school and in the wider community.

Cultural and spiritual aspects of pupils' development are satisfactory. The school environment encourages them to develop an awareness of issues around culture, including looking at pupils' own cultural identities in addition to their identities as deaf people. Pupils have respectful attitudes to those around them and have played a major part in developing an inclusive and welcoming community.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

All teaching seen during the inspection was at least satisfactory and some was outstanding. That matches broadly judgements from the school's own monitoring of the quality of teaching. Joint observations of lessons during the inspection confirmed that leaders have an accurate view of the quality of teaching. In the best lessons, support is extremely well focused and directed by the class teacher to allow it to be targeted effectively to increase learning. The exciting and relevant teaching and associated activities make learning thoroughly exciting and enjoyable. Language use is well targeted and pupils have their preferences respected, so that the best lessons are fully accessible and move learning on to an outstanding degree. Pupils receive feedback with regard to the quality of their work in a way that is fully accessible to them, although more detail is occasionally needed to ensure that they are fully aware of how they can improve their learning to the next level.

The improvements in teaching are supported by the changes to the curriculum in all key stages. They have had a big impact on pupils' enjoyment of their learning. The introduction of a wider range of courses to meet the needs of all pupils and to challenge the most able more effectively has helped to promote higher aspirations for all pupils. The appointment of lead teachers in all of the core subjects, except English, has brought about a more cohesive approach to the curriculum and provides more continuity across the whole academy age range. The improved curricula in the core areas recognise the importance of cross-curricular aspects such as numeracy and literacy. Changes have also promoted the introduction of an ethos which is

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

based on breaking down obstacles to learning and of finding ways around any barriers to inclusion for pupils. The new approach to the curriculum has also resulted in increased collaboration between staff in planning and delivering their subject areas across the age range.

Care, guidance and support are good overall, as they promote pupils’ good personal development. Excellent use is made of the school counsellors and multi-agency support, including strong partnerships with support services that are specifically equipped to support pupils’ needs as young deaf people. These include organisations such as Deaf@x, which helps to promote e-safety among other areas, Deaf Child and Adolescent Mental Health Services (DCAMHS) and specialist careers advice, and speech and language therapy services. Support and advice provided for families are strong. The school makes successful efforts to reach out to families who have previously not been fully engaged in their children’s education. Good quality transition work ensures that pupils are well prepared for the move to the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The principal of the academy, supported by the recently restructured senior and middle leadership teams, has established and started to build on a clear vision, based on a sign bilingual approach to the education of deaf pupils, alongside raised expectations of success. Senior leaders have effective support now from the newly appointed middle leaders who are supporting the changes well, although they have only been in their current posts since September. There is now a more cohesive ethos across the whole age range of the academy. Leaders are developing assessment schemes so that pupils can be assessed closely and any at risk of underachievement identified early, so that support can be targeted appropriately. The academy has clear evidence already of how it has worked to improve the progress and well-being of individual pupils who have previously been identified for targeted support and, although it is still at an early stage, there is early evidence that the new systems may enhance this capability further.

The improving quality of teaching and the systems which are now in place to monitor teaching are well devised. The recently increased monitoring role of subject leaders is contributing to the improving quality. Senior leaders and other staff have a good understanding of the strengths within the academy and have clear plans for further

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

improvement. The distribution of responsibilities among senior and middle leaders is clear and provides a sound foundation for the academy to be successful in its work. The approach to the promotion of the language and culture of the deaf community and of pupils’ other cultures shows that the development of strong identities is fundamental to the work of the academy in promoting equality and diversity. To support their personal development, pupils are also given active roles on various bodies such as the governing body sub-committees with responsibility for safeguarding and equality and diversity.

The willingness of staff to update their skills and knowledge base has been an important factor in the early improvements evident during this inspection. The academy is involved in a range of multi-agency partnerships which support pupils’ well-being well. They involve social services in the home local authorities of the pupils and a range of specialist organisations which support their needs as deaf members of society. Safeguarding procedures and policies, including child protection, are outstanding and show that all adults working with pupils are appropriately recruited and vetted. The range of policies and procedures rigorously cover all aspects of child protection and safety to a high level and the involvement of the wide range of specialist providers contributes to make this an exemplary area of the academy’s work. Community cohesion is good as the school knows its pupils extremely well and engages them and their families rapidly and effectively in the school community, although it is currently at an early stage of analysing the impact of this work on the local community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Outcomes in the post-16 provision are satisfactory as students make the progress

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

expected of them. Success rates and attendance are broadly as expected. Teaching and assessment are improving and some good strategies are now in place, but it is too early to see their full impact on outcomes. Of the fifteen students who left in the summer, three went to university, three into other further education placements, two into employment, one into the voluntary sector and the rest into supported living. Those placements continue to be monitored by the academy to ensure that they are successful.

The curriculum is improving and is personalised to meet the individual needs of the students. Basic skills are now taught to all students. All students undertake a baseline assessment when they enter the provision, so that progress during their time there can be measured more accurately. However, due to the recent implementation of these systems, it is too early to say this area is better than satisfactory. Students are cared for and supported well and the work that they do with the careers adviser and other agencies helps to prepare them for the next stage of their lives.

Leaders in the sixth form know its strengths and areas for improvement and there are effective plans to improve all aspects. They have been in their current roles since September, but have already implemented many changes to the provision and how well students’ progress is monitored. New procedures include also involving students more in the monitoring of their progress through regular meetings and involvement in target setting. The new systems are appropriate to allow progress to be measured effectively over time. Leaders are also reviewing the number and quality of qualifications available and plans are in place to introduce some level 3 courses. Although the recently introduced procedures are well planned and devised, they have not yet had sufficient time to impact on students’ outcomes.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Overall effectiveness of the residential experience

The overall effectiveness of the residential provision is good, with some outstanding features. Management and leadership of boarding are extremely strong with a clear steer being taken by the Head of Care, who receives strong support from the principal and Chief Executive. As a combined senior management team, the members have aspirations about what they want to achieve for the residential students. Their aims are outlined within the school's development plan, including the proposed move to new premises by 2014. In the meantime, recommendations from the previous inspection have all been met or are awaiting final approval before being

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

implemented. Bedroom accommodation is now consistently good throughout the school site, although, given the age of the building, there is some variance within communal facilities. It is anticipated it will be addressed by the proposed move. Mostly, parents and carers talk very highly about the quality of care and say it has had a positive impact on their children's lives. Residential pupils say they 'love staying in the school and spending time with friends'. The staff are very successful in helping some young people settle after having experienced significant disruption and exclusion from previous school and residential placements. Care is highly individualised in respect of health care, behaviour, disability and deafness. Cultural and religious requirements, while being met on an individual basis, are not promoted sufficiently to raise children's social awareness. One parent commented, 'I could not wish for better care. They are outstanding. They really do care.'

The safety of residents is a high priority, with robust procedures and practice in place to protect children. The implementation of the academy's procedures in relation to child protection, health and safety and staff recruitment are particularly strong areas of practice. The majority of parents and carers agree that 'the school keeps my child safe'. The remainder did not know, as their children had only recently started in the academy. Pupils are safeguarded from having contact with unsuitable adults, with all the required checks being completed in relation to new employees. Reasonable steps have been taken to secure references when referees have failed to respond to requests. Behaviour is generally managed well, as a result of the training that staff receive in behaviour management and physical restraint. Behaviour management techniques are implemented consistently to de-escalate potential conflict. Staff help pupils to reflect on their behaviour as a means of helping them to develop skills and to manage their own behaviour. Although incidents of restraint occur sometimes, they are generally low level and of short duration. The number of restraints and sanctions for individuals decline over time, due the interventions used and the positive and warm relationships that children have with staff.

Some incidence of verbal bullying is apparent. Although training in anti-bullying techniques is planned, staff are, nevertheless, aware of the potential for bullying and are vigilant for its occurrence. Pupils confirm that staff intervene quickly to prevent incidents from escalating and then help them to resolve the situation. Cyber bullying has and continues to present some problems. Good progress has been made in addressing the issue by educating pupils about the impact on others. Training is planned for staff to develop their skills further. If pupils are upset by such incidents or other matters, there is a wide range of adults who they can approach for support. Some pupils confirm having accessed the newly-appointed counsellors already and have found this very helpful. The health and medication needs of children are clearly identified and met extremely well. Practice in relation to controlled medication has improved since the last inspection, although the policy and procedure have not been updated to refer to the new practices for administration, recording and disposal. It is also not evident whether an audit of the contents has been conducted recently against best practice guidelines. That is not considered to be having any impact on the welfare of children, but could potentially do so.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Younger pupils benefit from a well-planned and varied programme of activities that takes into account both individual and group needs. They say 'We love taking part in the sporting activities.' Students within the college assume more responsibility for planning and organising their own activities, helping them move towards independence. There is excellent recognition of the contribution that pupils can make to the development of practice. As a result of their contributions to the school council and other committees, pupils learn that their opinions are valued. As participants in meetings, they acquire confidence and social skills in communicating with other adults and the governing body and this will help them make the transition into adulthood.

National Minimum Standards

All National Minimum Standards were met at the time of this inspection, although some recommendations for further improvement have been made in this report.

These are the grades for the residential provision

Overall effectiveness of the residential experience	2
Outcomes for residential pupils	2
Quality of residential provision and care	2
Residential pupils' safety	2
Leadership and management of the residential provision	2

Views of parents and carers

Although only a small minority of parents and carers responded to the questionnaire, these were overwhelmingly positive. The positive responses are also reflected in the academy's own surveys of parents' and carers' views, which are based on a much larger sample. No concerns were raised about the academy's work. The findings of the inspection support the positive views of parents and carers.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Exeter Royal Academy for Deaf Education to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 2 completed questionnaires by the end of the on-site inspection. In total, there are 113 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	100	0	0	0	0	0	0
The school keeps my child safe	2	100	0	0	0	0	0	0
The school informs me about my child’s progress	2	100	0	0	0	0	0	0
My child is making enough progress at this school	2	100	0	0	0	0	0	0
The teaching is good at this school	2	100	0	0	0	0	0	0
The school helps me to support my child’s learning	2	100	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	2	100	0	0	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	1	50	1	50	0	0	0	0
The school meets my child’s particular needs	2	100	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	2	100	0	0	0	0	0	0
The school takes account of my suggestions and concerns	2	100	0	0	0	0	0	0
The school is led and managed effectively	2	100	0	0	0	0	0	0
Overall, I am happy with my child’s experience at this school	2	100	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 October 2011

Dear Pupils

Inspection of Exeter Royal Academy of Deaf Education, Exeter EX2 4NF

On behalf of the inspectors who visited your school recently, I would like to thank you very much for making our visit extremely interesting and enjoyable. We found that the academy is satisfactory overall, and the residential provision is good. The principal, head of care and other staff all work very hard to make your time in the academy successful, so that you become ready for the next stage of your lives. Many aspects of your personal development are good, including how safe you feel and how you adopt healthy lifestyles. Your behaviour and warm welcome made a positive impression on us. That was particularly impressive as some of you enter the academy having been unhappy at your previous schools. It shows a significant improvement in your attitudes. However, some of you need to make sure that you attend the academy more often. I know that is sometimes difficult because of hospital appointments near where you live, but the more you attend school the more you will learn and progress in your work. The progress you make in your lessons is satisfactory. The care, guidance and support which you receive are good and help you to become more involved in your education. Your contribution to the academy's work is good and is an important part of making it more successful.

We identified some areas which need further improvement to improve the academy. I have asked the principal and head of care to improve the academy by helping you to learn more and make more progress by ensuring that all teaching is good or better. I have asked them to make sure that all teachers use information about you so that they have higher expectations about what you can learn, and to work with your parents and carers to ensure that your attendance improves further. I have also asked that there are some further improvements to four of the National Minimum Standards in the residence.

Once again, thank you very much for the time you spent with us during the visit and we would like to wish you well for the future.

Yours sincerely

David Muir
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**