

# Exeter Academy for Deaf Education

## Focused monitoring visit report

---

**Unique reference number:** 113654

**Name of lead inspector:** Margaret Swift HMI

**Last day of inspection:** 23 November 2010

**Type of provider:** Specialist college

**Address:** 50 Topsham Road  
Exeter  
Devon  
EX2 4NF

**Telephone number:** 01392 272692

## FOCUSED MONITORING VISIT: MAIN FINDINGS

### Context and focus of visit

The Exeter Royal Academy for Deaf Education comprises a school for pupils aged 5 to 16, a college for learners aged 16+, and an educational development department which serves the needs of the learners and the external community through extended, outreach services. The Academy offers residential and day placements. The vast majority of the learners are profoundly deaf and the Academy increasingly includes learners with additional learning difficulties and/or disabilities, and emotional and behavioural needs. There are currently 76 learners attending the college, 40 of whom attend local further education colleges to study a range of courses.

The last full inspection took place in November 2008.

### Themes

#### Self-assessment and improvement planning

**What progress has the college made in using their management information systems to provide sufficient evidence and data to support the college's analysis of how well it is raising standards?**

**Insufficient progress**

The college has implemented a new self-assessment process which includes using data more effectively to help drive improvements. A detailed data collection system has recently been put in place and will be complete by February 2011. The system enables the college to collect and collate a wide range of data on their learners' achievements, which can then be used to support judgements and effect improvement. However, as the systems are new, it is too early to judge the impact on the college's ability to critically appraise their performance and make accurate judgements.

#### Outcomes for learners

**Is there an improved trend in learners' achievements since the last inspection?**  
**Have learners made sufficient progress in moving on since the last inspection?**

**Insufficient progress**

Although the college knows the outcomes for their learners and knows the outcomes for different groups, it does not know how well they are doing overall. Historically, the college has not analysed its data or measured the progress learners make in relation to their starting points. The college has recently started to structure the data it collects for each learner and to use them to more effectively to monitor their progress. Extensive data are now collated for each learner and are being used to place learners on appropriate courses and to more closely monitor their progress. The work, though, is in the very early stages of development so it is too early to judge the impact of its effectiveness.

The college is aware of the destinations of its learners but, again, there is no analysis of cohorts so the college cannot judge how successful it is at moving learners on to appropriate destinations. Learners do go into employment and higher education and into supported living if appropriate.

The numbers of learners taking part in work experience has increased and feedback from learners is very positive. The college acknowledges that it still needs to do more work on analysing the work experience to ensure the learners are developing appropriate skills, which will enable them to move into productive employment.

### **Target setting and the recording of learner progress**

**What progress has the college made since the last inspection in setting sufficiently precise targets to enable them to effectively monitor learners' progress?** **Insufficient progress**

The college has recently reviewed and streamlined the learner files to better collate information about learners' baseline assessment and track progress against learning targets. Learners' files now have space for recording targets relating to vocational and academic qualifications, literacy, numeracy, British Sign Language, independent living, emotional and social development and work-related skills. Historically, the college has not used prior learning to set challenging targets for learners and had not used baseline assessment appropriately. This year, each teacher has identified targets for each of their learners, based on their prior achievement, and they have responsibility for tracking and electronically inputting learners' progress against their targets. Senior managers intend to use this information to measure how well the college is doing over time. This work is in the very early stages of implementation so it is too early to judge the impact.

### **Equalities legislation**

**What progress has the college made in responding to most recent equalities legislation? Are impact assessments of policies and procedures in place? Are action plans to ensure further improvement sufficiently monitored?** **Insufficient progress**

The college has put in place a single equalities policy and an associated action plan, but the action plan is very brief and lacks detail. The actions do not have an identified lead person, there is little evidence that the action plan is monitored in a systematic or frequent way and the impact of intended actions is not clear. Impact assessments are now in place.

Lesson plans do not provide sufficient information about the impact of learners' disabilities on their learning and the implications for the adjustments to be made by teaching staff. There is also insufficient use of assistive technology. Lesson plans do not demonstrate an understanding of how equality and diversity can be promoted through the curriculum. The college acknowledges that equality and diversity need

embedding in the curriculum. The participation rates and outcomes for learners are not analysed by ethnicity, gender or disability.

## **Safeguarding**

<p><b>What progress has the college made in improving the quality and consistency of risk assessments?</b></p> <p><b>What progress has the college made in ensuring compliance with current guidance and best practice in recruitment and vetting procedures?</b></p>	<p><b>Reasonable progress</b></p>
---	-----------------------------------

Since the last inspection all staff have had training on completing risk assessments but have not had training in the Mental Capacity Act (2005), which applies to those learners specifically over the age of 18 years. All activities have a designated leader and deputy leader, but in addition to this all staff are aware of their role when involved in an activity. Risk assessments are now linked to care plans and this has had a beneficial impact on activities, which are now better planned and staff are more confident in carrying out activities. Learners report that there are more activities this year and the new arrangements for the learner council have enabled them to have a stronger voice in the college and greater influence on what activities are offered.

The college has made reasonable progress in ensuring compliance with current guidance and best practice in recruitment and vetting procedures. The procedures have been tightened up since the last inspection and are now centralised within the human resources department. All start dates are determined by the human resources department, thus ensuring staff cannot commence working at the college before the required checks have been completed. A person who has been trained in safeguarding sits on every interview panel.

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 rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this report in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto: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.

Royal Exchange Buildings  
St Ann's Square  
Manchester, M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010