

Royal School for the Deaf Derby

Royal School for the Deaf, 180 Ashbourne Road, Derby DE22 3BH

Residential provision inspected under the social care common inspection framework

Information about this residential special school

The Royal School for the Deaf Derby is a non-maintained residential special school. There are 118 pupils on roll, whose ages range from three to 20. All pupils have a statement of special educational needs or an education, health and care plan for hearing impairment and some have complex special needs. The residential service operates weekdays only, as all children and young people go home at weekends. There are 81 places for pupils who stay at the school during the week. Currently there are 24 pupils who stay either on a full-time or part-time basis. The residential accommodation is provided across three residential facilities that are purpose-built blocks. The school is a signing and speaking community where the languages and cultures of deaf and hearing people are valued. The school is situated in the city of Derby.

Inspection dates: 7 to 9 October 2019

Overall experiences and progress of children and young people, taking into account	outstanding
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

Date of previous inspection: 15 January 2019

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Inspection judgements

Overall experiences and progress of children and young people: outstanding

The residential experience has a profound effect on the lives of young people. Young people who have faced isolation due to their deafness benefit from being part of a community whose members communicate effectively with sign language.

Young people benefit from improving their educational attendance and academic outcomes. There are high levels of educational support provided within and outside of school. There is a strong focus on homework. Residential staff communicate daily with teaching staff. All staff support young people with their progression. This promotes improved educational outcomes.

Young people have very positive experiences in the residential provision. Enrichment opportunities promote positive outcomes. Young people have participated in a school exchange with a German school for deaf children, a trip to Paris and a week-long festival for the deaf. These cultural experiences expand their experiences and horizons.

Young people make significant progress in improving their behavioural, emotional and mental health. Practice is informed by research and makes an exceptional difference to the young people's well-being. The well-being team consists of skilled sign-language users. Young people access in-house psychotherapy and counselling, occupational therapy, and speech and language therapy. Young people are supported to use effective methods of communication that enable them to interact and express their feelings and needs.

Healthcare provision is robust. Medication practice at this school is safe and well understood. Staff are trained appropriately, and training is regularly refreshed. All staff have first aid training. Medication and healthcare practice are excellent. Staff are meticulous in ensuring that they provide care that supports the individual needs of each young person.

The residential staff have high aspirations for the young people in their care. The whole-school approach means that the residential and education teams have a clear focus on young people's individual needs and targets. This results in sustained improvement being seen in the lives of young people who have communication needs.

The promotion of independence is exceptional and worthy of wider dissemination. Staff have pushed their own boundaries to trust young people. Young people have been supported to take well-assessed and well-planned risks. This in turn leads to a vast improvement in young people's confidence and prepares them well for their futures.

How well children and young people are helped and protected: outstanding

Safeguarding is a strength of this school. There have been no safeguarding incidents, allegations, young people missing or physical interventions since the last inspection.

Risks posed by the use of social media and mobile phones are well understood. A highly skilled governor guides on safe practice with digital technology. The school implements practical measures to monitor the use of the internet. Education and training sessions on safe internet use are provided for parents and children.

Young people confirmed that they feel safe. There has been one incident of bullying. This concern was shared with the professional team and dealt with immediately. Reflective practice has strengthened the systems in place, to prevent a repeat incident.

Designated managers have an excellent understanding of multi-agency safeguarding practice. They provide a 24-hour response to any safeguarding incident.

Regularly refreshed safeguarding training ensures that staff know how to deliver safe care. Training is effective in ensuring that staff understand the young people's vulnerability to different forms of abuse.

Families and young people confirmed that they feel safe on residential visits. Governors and independent visitors routinely visit the residential provision to satisfy themselves that there is robust safeguarding practice.

The effectiveness of leaders and managers: outstanding

Leadership within this school is outstanding. The headteacher champions the needs of deaf young people within the school and the wider community. An ethos of inclusion and equality of opportunity is at the heart of this work. This promotes improved life chances.

Leaders and managers have addressed all shortfalls identified at the last inspection. These changes have contributed to improvements in the quality of care.

Leaders and managers within the school and residential provision are inspirational and lead by example. They collaborate and work cohesively. Excellent team morale and a sense of shared ownership propel improvement across the provision.

The school benefits from having an active and diverse governing body. This ensures that there is a high degree of independent scrutiny. The composition of the governing body means that the residential provision is meaningfully represented at all levels.

Residential care is scrutinised through meticulous internal and external monitoring.

This provides managers with a clear understanding of strengths and weaknesses. Improvement is underpinned by development plans. These provide a systematic and measurable approach to continually driving improvement.

Partnership work is extensive. The multidisciplinary work that is carried out means that care plans are progressed and ensures that the best interests of young people are always given priority.

Managers and staff advocate on behalf of young people and challenge responses which they feel are not in the young people's best interests. They strive to ensure that all young people benefit from having the best possible care and support.

All national minimum standards are met and there are no recommendations for improvement identified because of this inspection.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people using the 'Social care common inspection framework'. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Residential special school details

Social care unique reference number: SC002015

Type of school: Residential special school

Telephone number: 01332 362 512

Email address: headteacher@rsdd.org.uk

Inspectors

Amanda Ellis, social care inspector (lead)
Bev Allison, social care inspector



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