



Making Social Care
Better for People

inspection report

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

St John`s Catholic School For The Deaf

Church Street

Boston Spa

Wetherby

West Yorkshire

LS23 6DF

27th January 2004

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

St John`s Catholic School For The Deaf

Address

Church Street, Boston Spa, Wetherby, West Yorkshire, LS23 6DF

Tel No:

01937 842144

Fax No:

01937 541471

Email Address:

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

St John`s Catholic School for the Deaf

Name of Head

NCSC Classification

Residential Special School

Type of school

School for Deaf Children

Date of last boarding welfare inspection:

25/02/03

Date of Inspection Visit		27th January 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Dave Stanford	071351
Name of NCSC Inspector	2		
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection			

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of St John's Catholic 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

St. John's School for the Deaf is a residential and day school for pupils aged from 3 to 19 years of age. The school places emphasis on developing the spoken language using a method known as the Maternal Reflective Method. The school offers initial part-time placements, if appropriate, moving through managed stages to full time. The curriculum is based on the National Curriculum and all the teachers are qualified Teachers of the Deaf. There are now six 'house' groups for boarders with a mixed gender numbering between seven to no more than twelve children. Within this resource there is a post 16 group which has newly refurbished accommodation. Classrooms are acoustically treated and are equipped with group hearing aid systems. There is an on site audiology centre and full time audiologist. In addition, there are also four speech and language therapists and a psychologist available to the school. The school's ethos is based on Christian values, though children of all faiths are admitted to the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school provides a safe environment in which boarders are supported and enabled to develop their self esteem and confidence. This is achieved through positive reinforcement of appropriate behaviour and good communication between the boarders and staff. The activities available on evenings and weekends offer many stimulating and varied opportunities that can also provide appropriate challenges to the boarders through a diverse range of cultural and physical experiences. The school also maintains good contact with parents and guardians, keeping them informed and supported about their children on matters of care and welfare and also about the school's performance.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Whilst the school has appropriate policies and procedures in place to ensure the recording of incidents, sanctions and complaints, there is an inconsistency in the manner in which information is recorded and managed, particularly in relation to potentially serious issues. All relevant staff should understand the proper responses required to ensure information is appropriately notified, recorded and responded to in a timely and correct manner.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

St John's School for the Deaf continues to suitably provide for the welfare and well being of the boarders. The ethos of the school, as expressed in the information provided through the admission process, allows for the proper development of the boarders set within a comfortable, safe family atmosphere, promoting a proper sense of discipline and mutual respect. There is a wide range of stimulating after hours activities and a genuine and comfortable rapport with the boarding staff. The facilities within the school continue to be developed and provide sufficient comfort, with the communal and private areas presenting a lively and personalised environment. There is a continual renewal and refurbishment programme so that the furnishings, fittings and décor remain up to a satisfactory standard. The policies, procedures and records required to be maintained by the school were generally up to date and in good order, however the recording of incidents, sanctions and complaints were found to be inconsistently maintained. Once again there was a good sense of helpful collaboration, with the headmaster, head of care and care staff, all of whom provided useful information in a manner that was both cooperative and frank; they respond well to issues raised at the inspection.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations 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	
1	RS3	The head of care must ensure that all staff are clear on how sensitive information should be stored and managed.	30/06/04
2	RS4	The school should ensure that there is a properly maintained book to record any complaint and the subsequent outcome.	01/04/04
3	RS5	The head of care, as the named child protection co-ordinator for the school, should ensure that there is a clear understanding amongst all staff of the proper responses necessary to any allegations of abuse.	30/06/04
4	RS10	The sanctions book has to be properly maintained and regularly monitored for compliance.	01/04/06

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
		None from this Inspection

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

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	NO
Parent Survey	YES
Placing authority survey	NO
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	27/01/04
Time of Inspection	09:30
Duration Of Inspection (hrs.)	8
Number of Inspector Days spent on site	1

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 NCSC 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
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The school has a clear, well written and comprehensive loose leaf colour brochure that provides a range of information about the school, its facilities and ethos and also includes a statement of purpose. This statement adequately describes what the school sets out to do in terms of its methods of teaching and care and the expectations of pupils' conduct. The headmaster remains committed to developing and refining this document over time.

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

There are regular meetings held in each 'house' where issues and matters of routine and choice are made. Decisions are noted and minutes are taken, usually by one of the young people. An example was seen during the inspection. Discussions with the service users are actively sought in order to ascertain their views, as the school places communication skills at the centre of both the curriculum and personal care and development. This point was confirmed in discussion with several boarders. Questionnaires are also used by the school as an alternative method to determine views. Each boarder has a keyworker, chosen by them and this worker supports the consultation and feedback system within the school. There are good links maintained with parents or guardians. Questionnaires received by the NCSC from several parents confirm this view.

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?

2

Records are kept properly and secure; some information is retained in the headmaster's office. Discussions have been held between teaching staff and the head of care on the Data Protection Act and the manner in which information about pupils should be properly shared. There was, however, an incident which was found to be written up in an inappropriate place. An attempt was then subsequently made to erase the record (unsuccessfully), which only served to compound the error. The head of care must ensure that all staff are clear on how sensitive information should be stored and managed.

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?**

2

Regular training continues both within the school and by external trainers to support staff and to underpin the 'whistle blowing' policy. The complaints procedure is now more in evidence and is 'posted' in all the school boarding houses and reference is made within the introductory information provided to parents by the school. The school operates a positive behaviour policy and regular meetings are held with the head of care and senior managers in order to monitor any concerns. The school should ensure that there is a properly maintained book to record any complaint and the subsequent outcome.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

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?

2

There is a policy in place to support the school and care staff in preventing and managing suspicions and allegations of abuse. Appropriate training has been made available to staff. These are particularly sensitive issues and the head of care, as the named child protection co-ordinator for the school, must ensure that there is a clear understanding of the proper responses required.

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

0

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

There were several examples of how the school supports and manages its anti-bullying policy. Information is provided to the boarders and pupils in various ways. There is a recently introduced updated policy and this has been made available to all the school staff. A record of any allegations of bullying is kept, along with any actions that were found to be necessary.

Percentage of pupils reporting never or hardly ever being bullied

100 %

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

A discussion held was held with both the headmaster and head of care on interpretations of the requirements within the notifications. This appears to have clarified some of the discrepancies noted in the information examined during this inspection.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

0

0

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

The school has a clear policy on absenteeism and good links with parents on this issue. As a consequence this matter is rarely a problem. There are clear registration procedures for staff to follow and if a service user has not arrived by mid morning then parents are contacted. There are also various methods of communication used which allows boarders to indicate their whereabouts at all times.

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?	3
Positive relationships were observed between the staff and young people. There were several instances noted where the young people appeared quite relaxed in their manner and were encouraged to communicate in a way that was supportive and responsive to their needs.		

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?	2
The school operates a positive behaviour policy. This creates incentives to support acceptable and good behaviour. There are clear guidelines on the disciplinary measures available and whilst consistency is aimed for it is also recognised that each situation requires assessing and that flexibility has its place. The sanctions book was, however, not properly maintained. There were an inconsistencies in the manner in which matters were recorded and there were significant gaps in time between some of the records, which suggests this book is not used correctly. This record should be reviewed at least twice a term in order to ensure compliance with the sanctions guidelines, to identify any patterns of behaviour amongst pupils and also to check the record is completed correctly.		

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

One staff member is a link person to liaise with any placing authority. Written information is provided to the young person and parents at the time of admission. A 'new parents' day is arranged approximately two months into the placement so that any issues can be raised in an informal way. All the boarders have educational statements.

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

The residential provision balances and compliments the educational progress of each service user. They are supported within an atmosphere that encourages learning and discussions with care staff indicated a good awareness of individual boarders' educational needs. Activities provided within the residential provision are chosen to support and enhance educational progress. Older boarders are assisted in developing and learning independent living skills.

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?**

4

There is an excellent range of activities promoted by the care staff, some designed specifically to develop or extend particular social skills. The boarders are encouraged to contribute with ideas and to actively participate. There are 'theme' nights, where there is an opportunity to explore different cultures and other events which require involvement with the local community and the use of external amenities. There were many good examples of a creative and inventive use of the facilities available within the school.

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

The school has a nurse, audiologist and speech therapists available. Records are properly maintained of the health needs, contained within a health plan, for each boarder. There was evidence of regular contact between parents and the medical section. The school is properly equipped to manage any first aid needs and can secure effective medical requirements if necessary.

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

A meal was taken at the inspection. There was adequate, suitable and nutritious food available, which was provided in an appropriate environment. There is a good range of food available over each week and choices within each meal. Special dietary needs are catered for and it is available for boarders to be supported and monitored in preparing their own drinks and snacks.

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

The ethos of the school is to encourage and extend independence amongst the boarders. This has led to the development of the facilities for the sixteen plus age group, which allows for a significant control and exercise of choice on a wide range of issues.

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

A number of files were inspected and each contained care plans and suitable placement plans. A keyworker is appointed for each admission and the boarders are supported in making written contributions to their information and at the regularly held reviews.

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

All these records required to be kept are available and there have been improvements made in the way the files are kept, allowing for easier access. Information is held, managed and stored in a more straightforward and efficient way. The good work done thus far should be continued to be reviewed and built on.

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

As with the previous standard the records are available, well maintained and up to date and work should continue to ensure they are maintained in a manner that allows for efficient accessibility.

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?**

3

Parents are made welcome to visit St John's and there is a visitors' area where parents can stay overnight. Childcare reviews are so arranged as to enable parents to attend. Information received from a number of parents indicate that they are satisfied with the level of communication and contact available through the school.

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 works with older boarders and parents to support their move onto independent living. The daily life within the school for these older boarders supports the development of appropriate life skills.

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

The school works to ensure that all boarders engage together and concentrates on the development of good communication and social skills. There is a psychologist available who provides specific support to the teaching and boarding staff and with direct work with the service users. The school now also provides EFL support. The head of care is seen as safe and approachable and provides a flexible and respected resource for the boarders.

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
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St John's School is suitably and conveniently located for its purpose. It is a large building set in well kept grounds and provides a safe environment for young people with a hearing impairment. Over the years the premises have been adapted and developed to meet changing needs and expectations. There is an on-going refurbishment programme with new features being added to enhance the provision of services for pupils and boarders. The school has excellent links with the community and is well supported by local groups and by the board of governors. The environment is designed to enable communication for the hearing impaired, with such features as; acoustic tiles to cut down ambient noise, minicom adaptations and induction loops. The size of the school requires that there is regular upkeep and maintenance to the fabric of the building.

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
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Boarders are given a say in the décor of their bedrooms and, whilst some are dormitory facilities, they are well presented and personalised. Older boarders have their own separate boarding provision. Communal areas are properly maintained and a refurbishment programme continues to enhance the existing features. The furnishings and fittings are suitable for their purpose, with pleasing homely touches to 'warm' the environment. Boarders also have access to computers and other facilities for use outside school time.

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 bathrooms and toilets for the service users. Work is ongoing to modernise and personalise the showers and bathrooms, to enhance the privacy of these areas.

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 report from the fire office made a range of recommendations which the school is acting upon. New fire doors have been fitted and some of the fire alarm equipment has been brought up to date. There are proper alarm tests and drills performed by the school.

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?

3

The school operates an appropriate vetting and selection procedure for all staff, including volunteers. All staff and the board of governors have completed CRB checks.

Total number of care staff:

17

Number of care staff who left in last 12 months:

2

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

The school's staffing levels are appropriate to fulfil the statement of purpose. An increase in the number of boarders to the school has seen a greater demand on the staffing resource and the school is responding to this.

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
Each member of staff has a professional development plan to support their training needs. An induction programme for new staff was seen. Training available includes an introduction into working with the deaf and there are regular joint training sessions arranged with teaching staff, though care must be taken to ensure that all training remains relevant to the needs of the care 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?	3
Discussions held with a group of staff indicated sufficient and regular supervision is provided.		

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

There is a continued increase in the number of staff developing NVQ competencies. The head of care has an appropriate management qualification and is in the process of obtaining the appropriate care competencies.

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

33 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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

The headmaster is aware of this requirement.

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 governing body has a clear working relationship with the headmaster and a representative from the governors now visits the school regularly on a half term basis. At a recent visit a governor spent an evening with some of the boarders . A report is provided for a governors meeting highlighting appropriate matters for their attention.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector Dave Stanford **Signature** _____

Second Inspector _____ **Signature** _____

Locality Manager Chris Picking **Signature** _____

Date 15th April 2004 _____

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 27th January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the NCSC 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

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 Thomas Wryne of St John's Catholic 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 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 _____ of _____ 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 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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