



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

15th March 2005

## Commission for Social Care Inspection

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

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

### The role of CSCI is to:

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

## Inspection Methods & Findings

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

### The 4-point scale ranges from:

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

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

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

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

<b>SCHOOL INFORMATION</b>
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**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 Mr T M Wryne**

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

27/01/04
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<b>Date of Inspection Visit</b>		15th March 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	1	Dave Stanford	071351
<b>Name of CSCI Inspector</b>	2		
<b>Name of CSCI Inspector</b>	3		
<b>Name of CSCI Inspector</b>	4		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Mr T M Wryne Head Teacher	

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## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of 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 recently 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 does particularly well in the interpersonal relationships between boarders and staff. Observations made during the inspection and comments gleaned from discussions held with various boarders illustrated good relationships which are based on mutual respect, tolerance and a caring attitude and that this is a significant factor in supporting the self esteem and emotional well-being of the boarders. The school also does well in its provision and range of activities, many of which are designed to have a social skill component. There were many good examples of a creative and inventive use of the facilities available within the school. The Head Teacher, Head of Care and the care staff are a motivated and concerned group, keen to promote the welfare of the boarders and to ensure that communication with parents remains a priority.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

Some work can yet be done to ensure that staff do not overlook the importance of adhering to the procedures, in terms of ensuring that any actions taken are properly noted in a consistent manner.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspection took place in an atmosphere that was well supported throughout. Full access was provided at all times to boarders, their accommodation and facilities, the staff and the administration of the school. Discussions and interviews held with the Head Teacher, Head of Care, a School Governor and other key members of the staff were open, helpful and frank.

St John's School For The Deaf provides a good, safe environment for boarders and meets the central aims of the school to nurture and encourage the development of each child commensurate with its abilities. There were many examples noted of proper care and attention being given to boarders' needs in terms of their health, welfare and social development. The school provides this in an environment that is characterised by family values and based on the mutual respect for all those that live and work there. There is a continued development of the facilities and staff work creatively to bring new ideas to stimulate the life of the school. The school is well managed and the premises continue to be properly maintained, with a satisfactory renewal and refurbishment programme so that the furnishings, fittings and décor remain up to a suitable standard. Those matters raised of some concern were all within a minor category.



## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	RS8	Staff should ensure that all the procedures are followed through when a child is absent from the school without consent.	31/10/05
2	RS30	Staff should receive consistent and regular supervision.	31/10/05

### 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

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	YES
• 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	YES
Parent Survey	NO
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO
Date of Inspection	15/03/05
Time of Inspection	09.00
Duration Of Inspection (hrs.)	18
Number of Inspector Days spent on site	2

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

## SCHOOL INFORMATION

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

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**GIRLS**     

**TOTAL**     

**Number of separate Boarding Houses**     

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

The scale ranges from:

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

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

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

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

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

### Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
The school's statement of purpose continues to be reviewed and to be consequently updated. It remains a clear, well written and comprehensive document and is incorporated within a loose leaf colour brochure, which provides substantial information about the school, its facilities and ethos. 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
<p>Each 'house' holds regular meetings and issues and matters of routine and choice are discussed and where decisions are made they are noted and minutes are taken, usually by one of the young people. Staff were seen seeking service users views on a range of routine matters and other issues related to recreational time. This work was skilled and non intrusive, confirming that the school emphasises communication skills, which is placed at the heart of the curriculum and of the personal care and development of the boarders. Boarders spoken with were able to confirm they felt able to influence matters related to their daily living and they expressed a sense of control over their lives. Questionnaires are used as an additional method to determine views and each boarder has a key worker, chosen by them and this worker supports the consultation and feedback system within the school. There are good links maintained with parents or guardians.</p>		

### Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence	Standard met?	3
<p>There have been new systems arranged to add to the manner in which records are kept safe and secure and boarders may now sign such records. There are procedural guidelines for staff to support the privacy and confidentiality of the boarders. In discussions held with staff there were illustrations given of how confidential information is shared and there was a clear awareness of the appropriate actions to be taken if a child protection issue was raised. The school is able to provide a space so that parents and their children can meet together in private.</p>		

**Standard 4 (4.1 - 4.8)**

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

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

3

The school now has a properly maintained book to record any complaint and the subsequent outcome. There are procedural guidelines available to all staff that demonstrate the expectations placed on them to ensure any complaint is dealt with in a consistent and ordered manner. Discussions with various staff members also indicated that training has been taken place to support this consistent methodology.

**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 CSCI 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?

3

The head of care, has recently undertaken several child protection training modules run by the N.S.P.C.C. and this has been cascaded to other relevant staff. Proper contact is established with the local social service child protection staff, where advice can be sought, if necessary. Staff have received training on child protection and the associated issues.

**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

The record maintained of any bullying incidents was inspected and found to be up to date. There is an updated bullying policy and a leaflet written for young people which is readily accessible and presented in a clear manner. The leaflet was initially presented to the student body in order for it to be discussed and put into context. The Assistant Head teacher now has pastoral responsibility over this matter.

**Percentage of pupils reporting never or hardly ever being bullied**

X %

**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

An issue occurred which required a staff member to leave the school. There was no significant danger or harm to any child and the matter was dealt with swiftly. The Commission was notified in a proper manner. There is an appropriate procedure in place for parents to be contacted of any serious incident involving their child.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI 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**

1

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?**

2

There is a policy to guide staff should a child go missing from the school, however inspection of certain records revealed some absenteeism had taken place and the proper procedure had not been followed, although it appears appropriate action had been taken the recording of events were lacking. Whilst it is accepted these are unusual events, nonetheless staff must ensure proper steps are followed. There was evidence of good links with parents and it was noted that a good level of communication between the school and parents ensured that in usual circumstances matters were clarified efficiently. There are various methods in use that also allows boarders to indicate their whereabouts at all times to care staff.

**Number of recorded incidents of a child running away from the school over the past 12 months:**

1

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

### Standard 9 (9.1 - 9.8)

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

#### Key Findings and Evidence

#### Standard met?

4

Observations made during the inspection noted that the interactions between the staff and young people were both relaxed in their manner and boarders were encouraged to communicate in a way that was supportive and responsive to their needs. The care staff were seen as approachable and were spoken of in terms of respect for their unbiased, tolerant and helpful, caring attitudes. These views were expressed throughout the age ranges within the school and is a significant factor in supporting the self esteem and emotional wellbeing of the children and young people living in the school.

### Standard 10 (10.1 - 10.26)

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

#### Key Findings and Evidence

#### Standard met?

3

There is a proactive positive behaviour policy, which appears to be consistently applied, according to views elicited from boarders. The school awards points and stickers as a reward for praiseworthy action, or to acknowledge something positive in a boarder. Each half term there is an 'osca' ceremony (Outstanding Speech and Communication Awards) where the head Teacher presents prizes. There is a sanctions book in place, held in the Head Teacher's office, which was inspected and found to be properly maintained and regularly monitored on a monthly basis.

## 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
Discussions held with the head of care, a visiting governor of the school, staff and with a number of the boarders all confirmed that new admissions are handled with high sensitivity and understanding of the vulnerability of boarders at the time of admission. Parents have a named member of the school as a link person to liaise with and 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 school provides a good range of opportunities in its residential provision. Some of these are informed through ideas drawn from boarders and the school aims to make sure these balance and compliment the educational progress of each service user. There was evidence of good communication between school and the residential element and care staff were well aware of the educational needs of boarders and were consequently able to match educational developments with appropriate activities. Boarders indicated how they are supported to be dependable and attach importance to the value of punctuality and to regard their schooling with proper worth. There is a 'Post 16' school contract, which illustrates with examples, the expectations of how school and residential life can co-exist within an atmosphere that encourages learning and responsible actions.

**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

The school continues to provide an excellent range of activities, informed by boarders views and promoted by the care staff. Many are designed to have a social skill component in order to support, develop or extend particular abilities. The boarders are encouraged to participate in activities within the local community and there were several examples of how the school has facilitated community events. The school has been host to the Radio 4 'Any Questions?' programme last November, a 'fair trade' fortnight and an event that drew 102 people from the local community with a presentation on a specific topic. There are other opportunities also available, one group for example has recently returned from a skiing holiday and another from a trip to France. Within the school there are 'theme' nights held where there is an opportunity to creatively explore different cultures and other events are more activity based and include dancing and sports. 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

It was evident from the discussion held with the school nurse and from the records inspected relating to the boarder's health issues that proper attention and regard is given to promoting and supporting their health care needs. The school draws on the expertise of a full time audiologist, a local GP visits the school on a weekly basis and there are speech therapists available. The school is properly equipped to manage any first aid needs and can secure effective medical requirements when necessary and the nurse maintains her professional training requirements. There are specific therapeutic needs also met by the school for particular individuals.

**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 during the course of the inspection and the menu catered for a range of dietary needs, including special and vegetarian needs. The food was found to be nutritious and was served in an environment that was conducive to the proper enjoyment of food. The school has now established a healthy eating programme and recently installed two water fountains accessible to the boarders. There was a good choice of food available over each week and within each meal.

**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 remains to encourage and extend independence amongst all the boarders. Discussions held with a number of boarders and observations made throughout the inspection confirmed how preferences in choice of clothing and other matters were upheld and supported.

## 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

Six files were inspected and each was found to contain appropriately maintained care plans and suitable placement plans. There is a key worker appointed to each boarder on admission and they are supported in making use of these individual sessions. There was evidence of plans being updated to take into account changing needs and circumstances.

### Standard 18 (18.1 - 18.5)

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

#### Key Findings and Evidence

#### Standard met?

3

The records that are required to be kept were readily available for inspection. There continues to be improvements made in the way the files are maintained and held, allowing for easier access. Information is held, managed and stored in a straightforward and efficient way.

### 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

All the records inspected were found to be well maintained and up to date. There was evidence that significant amounts of work had gone into raising the standard and accuracy of the general record keeping.

**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

There was evidence drawn from discussions with boarders, staff and from the records that parents are welcome to visit St John's at all times (with proper notification) and there is a visitors' area where some may stay overnight, to support those who have some distance to travel. Childcare reviews are so arranged as to enable parents to attend. The boarders are encouraged and supported to keep in touch with their families and there are various ways in which this is enabled.

**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?**

9

The school currently has no boarder with a Care Order.

**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 key to the school's provision of individualised support rests on the good quality of communication that exists between staff and boarders and between the various staff groups. The school also works to ensure that all boarders engage well together with respect and show consideration for each other. These factors aid the identification of particular difficulties amongst boarders and in addition the Head of Care is recognised as being approachable and readily accessible. There is a psychologist available who provides specific support to the teaching and boarding staff and will work directly with specific boarders. The school also provides EFL support.

## 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 local community and is well supported by several 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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A tour was made of the accommodation available to the boarders and it was found to be suitably decorated and in a state of good repair and properly maintained. The accommodation provides for a wide range of age groups and there is proper separation of the sexes. Some areas were domestic in style and the communal areas had suitable facilities available. Boarders spoken with were able to point to aspects of the accommodation that they had influence over. There have also been recent additions to the gym facilities. These are much improved and modern features to the general benefit of the school.

**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 has been some additions to these facilities, namely three new disabled toilets have been installed. There has been a general improvement to the privacy of these areas, along with continued personalisation.

**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

There are proper alarm tests and drills performed by the school. Fire exits were appropriately situated. There are risk assessments recorded and completed on a range of matters.

## 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. Any appointments are subject to satisfactory references being obtained and CRB checks are always taken and confirmed prior to a position being offered.

**Total number of care staff:**

23

**Number of care staff who left in last 12 months:**

3

### 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 continue to be appropriate to fulfil the statement of purpose. Variations to the numbers of boarders are properly responded to in the staffing ratios.

<b>Standard 29 (29.1 - 29.6)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has established a partnership with Thomas Danby college to support their NVQ development. Other external training support has also been set up. The training and induction records were inspected and these showed a wide variety of both internal and external courses were being taken up by staff. Discussions with staff indicated the general level and quality of these courses were felt to be relevant and satisfactory.		

<b>Standard 30 (30.1 - 30.13)</b> All staff, including domestic staff and the Head of the school, are properly accountable and supported.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
There were issues noted over the consistency and regularity of supervision. The head of care was aware and was able to show how this matter was to be resolved. In discussion staff were acknowledging of the particular value of informal supervision gained through peer and senior discussion groups.		

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.17)

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

#### Key Findings and Evidence

#### Standard met?

3

The school has in place a development plan for 2005-7, which takes into account the government initiative 'Every Child Matters' and illustrated through the review of the previous plan a proper reflective attitude on both the successes and failings. The school was recently acknowledged by the government as a top performer in relation to academic success in its field. Observations, interviews and discussions held, along with a variety of records inspected, all confirmed that the school is well organised, successfully managed and properly staffed to meet its purpose.

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

X %

### Standard 32 (32.1 - 32.5)

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

#### Key Findings and Evidence

#### Standard met?

3

The headmaster remains 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

A member of the governing body agreed to be interviewed during the course of the inspection. This most useful opportunity confirmed the healthy working relationship and good level of communication that exists between the board of governors and the Headmaster. Copies of some of the regular half term reports were seen, which confirmed the focus on the proper care and welfare of the boarders and the regular maintenance of the school and its facilities.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for the Lay Assessor's Summary.

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**PART D**

**HEAD'S RESPONSE**

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

We would welcome comments on the content of this report relating to the Inspection conducted on 15<sup>th</sup> March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

Comments were received from the provider

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

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

**Note:**

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

**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 Mr Thomas Wrynn of St Johns 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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