

# Fountaindale School

Welfare inspection report for a residential special school

---

**Unique reference number for social care** SC402858  
**Unique reference number for education** 122947  
**Inspection dates** 12/03/2012 to 14/03/2012  
**Inspector** Katarina Djordjevic

---

**School address** Nottingham Road, Mansfield, Nottinghamshire, NG18  
5BA

**Telephone number**

**Email**

**Headteacher**

Mr Mark Dengel

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

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

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Purpose and scope of the inspection**

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools, in order to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided.<sup>1,2</sup>

## **Information about the school**

This is a co-educational, day and residential special school for physically disabled and sensory impaired young people aged from three to 19 years. The school is operated by Nottinghamshire County Council Children's Services. The school is situated in wooded parkland on the outskirts of Mansfield. The boarding accommodation is specially adapted to meet the physical needs of the young people and is located in the main school building. Residential care is provided two nights a week during term time for pupils aged from 11 years. There are 60 pupils on roll with up to 4 resident each night. The residential provision was last inspected in February 2011.

---

<sup>1</sup> [www.legislation.gov.uk/ukpga/1989/41/contents](http://www.legislation.gov.uk/ukpga/1989/41/contents).

<sup>2</sup> [www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools](http://www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools).

## Inspection judgements

<b>Overall effectiveness</b>	<b>outstanding</b>
Outcomes for residential pupils	outstanding
Quality of residential provision and care	outstanding
Residential pupils' safety	outstanding
Leadership and management of the residential provision	outstanding

## Overall effectiveness

The key findings of the residential inspection are as follows.

- The overall effectiveness of the residential provision is outstanding. Residential pupils receive an excellent level of individualised care and immense efforts are made by the whole school team to enable pupils to make progress and achieve their potential.
- Equality and diversity is well promoted throughout the residential provision. The ethos of respecting each other and recognising and accepting difference is embedded in the culture and day-to-day practice of the school.
- Residential pupils benefit from excellent relationships with staff which help pupils make progress in their social, emotional and educational development. They really enjoy their time in the residential unit.
- Staff across all disciplines within the school work enthusiastically together creating a seamless service. As a result, pupils thrive in a safe and nurturing environment and make as much progress as is possible, given the complex needs of pupils.
- Parents and carers are very happy and grateful for the care, support and education their children receive.
- The provision of meals is very good and healthy living is actively promoted.
- Residential pupils enjoy accommodation which is decorated, furnished and maintained to a good standard. The residential provision has undergone some improvements since the last inspection, making it more homely in appearance.
- Empowerment of pupils is a high priority in the school and every effort is made to enable pupils to have a say in their day-to-day lives and in the running of the

school. Staff are highly skilled at communicating with pupils and use a range of communication methods based on individual needs.

- Safeguarding is at the forefront of practice and residential pupils are protected from the risk of harm, injury and abuse. This is due to the highly effective implementation of health and safety systems, robust recruitment practices and the staff team's meticulous observations and care.
- Leadership and management of the residential provision are outstanding. Pupils benefit from care and support from an innovative, highly motivated and skilled staff team. Staff work tirelessly to improve the lives of pupils ensuring they have every opportunity to access a range of enjoyable experiences in a comfortable and fun environment.
- The school's quality assurance and monitoring systems are outstanding. Monitoring takes place at many different levels. This not only ensures pupils' needs are met and that they are safe and happy, but also informs future developments. There is a real commitment to continual improvement to enhance the quality of pupils' lives.

## **Outcomes for residential pupils**

Outcomes for residential pupils are outstanding. Pupils benefit tremendously from their residential experiences which they fully enjoy. Residential pupils have access to a range of activities and opportunities that they may not be able to access elsewhere. They have lots of fun with each other and with staff and clearly enjoy each other's company. Pupils are able to develop friendships and sustain their friendships outside of school.

Residential pupils receive an excellent level of care based on their individual needs and identified risks. This is as a result of a highly committed and skilled staff team; the range of detailed care and health plans, programmes and risk assessments which are produced by various members of the multi-disciplinary team. Residential pupils feel safe in the residential unit and have excellent relationships with staff which further helps to protect them from the risk of harm. Residential pupils are very rarely subject to bullying as they learn about and become part of the school's culture of respect, accepting difference and caring.

Residential pupils benefit from an environment where all staff have high hopes and aspirations for all pupils to reach their full potential. Residential pupils are able to make progress and achieve their potential based on their levels of understanding, abilities and disabilities. They are encouraged to become as independent as possible and are provided with the necessary support, range of aids and equipment in order to increase their independence, regardless of their level of disability.

Residential pupils have a wide range of communication needs and staff work tenaciously to ensure all pupils are able to communicate their needs and wishes as

much as possible. Every effort is made to provide opportunities to enable pupils to make positive contributions to their daily lives, the running of the residential provision and the whole school. Residential pupils' views and opinions are listened to and acted upon where practicable. This helps them to feel valued, increases their trust in adults and builds up their confidence. The School Council, which includes pupils who use the residential provision, are instrumental in affecting change which improve services and make pupils feel valued. A range of questionnaires from various departments within the school including the governing body are distributed regularly to ascertain pupils' views and suggestions.

## **Quality of residential provision and care**

The quality of the residential provision and care is outstanding. Admissions are planned and tailored to individual pupils' needs. Staff work very closely with parents, carers and other relevant professionals to ensure relevant information is obtained about individuals prior to their admission. The induction process is based on individual need; a range of assessments are undertaken by various disciplines within the school to ensure pupils' needs may be met in a safe and nurturing environment. Staff work hard to ensure admission to the residential provision is as smooth as possible for new pupils.

Parents and carers retain overall responsibility for their child's health needs. However, staff are totally committed to promoting a healthy lifestyle ensuring the physical and emotional health needs of pupils are met during their stays in residential accommodation. Safety and comfort are at the forefront of care for pupils, many of whom have complex health needs and require a range of interventions and specialist aids and equipment. This is made possible by the comprehensive range of therapy and other medical services available and the exceptional working partnerships between the different disciplines within the school.

There are a range of policies and procedures relating to the provision of intimate and safe personal care. These are implemented effectively by staff which ensures pupils' dignity and privacy is maintained and that pupils are safe and are able to make choices wherever possible. Pupils' health needs are met and further protected by the effective implementation of safe medication procedures. Staff receive training for specific medical needs and interventions and their competence in these areas is regularly assessed. This helps to protect pupils from the risk of harm. Records of the administration of medication are kept. However, records do not include details of medication received from and returned to parents.

The provision of meals and the promotion of healthy eating is excellent. Pupils enjoy healthy meals which are varied, nutritional and based on likes, dislikes and specific dietary needs. Catering staff are fully aware of pupils' specific dietary needs. Residential pupils are given the teatime menus to take home so they can choose their meals with the support of their parents and carers where necessary. Meal times during the evenings are a relaxed occasion where pupils and staff interact well

together. Staff work sensitively taking into account individual's needs to support pupils with eating and drinking.

Pupils stay in accommodation which has to take their physical disabilities into account; the necessary adaptations and equipment makes it difficult to provide domestic-style accommodation. However, since the last inspection improvements have been made to make the accommodation more homely. The accommodation is decorated, furnished and maintained to a good standard.

Residential pupils are provided with an excellent range of recreational activities which help them develop socially, emotionally and physically. They have lots of fun and they develop social skills including how to relate socially to others around them, how to share with others and how to develop positive and respectful relationships. The range of activities also helps pupils develop self-care skills and increases their self-esteem, and confidence. Pupils engage in activities which helps them develop an awareness of different cultures and celebrate different religious festivals. This includes contributing to the wider community by fund raising for various projects and charities. Pupils are able to make friendships which are extended and sustained outside the school day. Appropriate risk assessments are in place and are reviewed when necessary.

## **Residential pupils' safety**

The arrangements for ensuring residential pupils' welfare and safety are outstanding. Safeguarding is at the forefront of practice in the school while at the same time enabling pupils to develop skills and take risks in a safe and nurturing environment in preparation for adulthood. Pupils feel safe, are well looked after and are very well protected from the risk of harm and abuse. Parents and carers confirm that the school keeps their child safe. This can be attributed to the effective implementation of a range of safeguarding policies and procedures including child protection, behaviour management and health and safety, the provision of a range of training for staff and effective recruitment practices. Furthermore, robust monitoring systems ensure pupils stay in a safe and secure environment.

Pupils are protected from the risk of harm as a result of the excellent management of health and safety which takes into account the needs of individual pupils. For example, in the event of a fire, all residential pupils have personal emergency evacuation plans. Pupils and staff are kept safe due to the regular servicing and maintenance of equipment, detailed risk assessment, which are regularly reviewed, and robust and effective monitoring systems. Every effort is made to ensure pupils are as familiar with fire safety procedures as possible. Fire evacuation procedures are produced in pictorial form.

Residential pupils' behaviour is very good. All staff receive training in physical intervention. However, physical intervention is very rarely used. The emphasis is on recognising and rewarding positive behaviour and pupils thrive in a nurturing

environment. The absence of bullying and the kindness and care shown by pupils to each other makes the residential environment one that pupils enjoy. Where pupils' behaviour presents challenges, behaviour management risk assessments are in place and implemented consistently. As a result, pupils are able to make progress in changing their behaviour.

Pupils are further protected from the risk of harm or abuse by comprehensive policies, procedures and guidance for vetting staff, volunteers and visitors.

## **Leadership and management of the residential provision**

The leadership and management of the residential provision are outstanding. Pupils continue to receive an excellent level of care and education based on their assessed needs which takes into account their age, gender, race, religion, culture and level of ability and disability. This can be attributed to the whole school staff team who are totally committed to improving the quality of lives for all pupils and their families.

The majority of staff have worked at the school for many years, many in varying roles. They have experienced many changes in legislation, philosophies and practices during this time. It is testament to the dynamic and inspirational senior management team that staff remain highly-motivated and innovative. There is excellent working across all disciplines within the school which truly benefits pupils. Staff feel valued and listened to in an environment where shared responsibility is expected and promoted. As a result, pupils are able to learn, develop, have fun and feel safe and secure.

Staffing levels meet the needs of the residential pupils. The flexibility of staff ensures that agency staff are not used to cover staff absences. This demonstrates the commitment of the staff team to ensure pupils receive care from staff who know them; this also helps to make pupils feel safe. The majority of residential staff either hold a relevant qualification or are working towards achieving it.

There is an unquestionable commitment to continual improvement and development. This is evident by the excellent work in the residential provision which has been undertaken by the member of the senior management team designated to oversee the residential provision and the principal residential child care officer. They have produced a self-evaluation form based on the new national minimum standards and inspection framework. This is reviewed regularly and shows continual development since the initial evaluation which was carried out in September 2011.

This desire for continual improvement is further complemented by the range of quality assurance systems within the school and residential provision. The governing body take an active role in the running and improvement of the school. Governors carry out a range of monitoring visits and send out quality questionnaires to pupils and their parents and carers. These questionnaires demonstrate that parents and carers are very happy with the care, support and education their children receive.



One parent commented that: 'My child loves it, enjoys every minute of it. Staff do a brilliant job.' Other comments were very complimentary about the residential staff. These systems exceed what is required although the visits do not always include looking at the recommended range of records.

## **National minimum standards**

The school meets the national minimum standards for residential special schools.

## **What should the school do to improve further?**

- Improve the recording of medication received, administered and returned.
- Review the recording format for the monitoring visits undertaken by the independent visitor.

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



12/03/2012

Dear Students

### **Inspection of Fountaindale School**

I really enjoyed visiting your school recently and spending time with you. You were very polite and made me feel very welcome. I noticed how well you all get on together and how you care for and help each other. I thank you for letting me join in your activities and have meals with you. I really enjoyed watching the rehearsal of the show you were due to perform. I could see how hard you all had worked and how much fun you had.

You told me you really enjoy staying in the residential unit. This helps you make new friends and learn some new skills which will help you when you become an adult. You also have lots of opportunities to do different activities. You have excellent relationships with staff that look after you very well. Staff give you a lot of praise for good behaviour and achievements you make. You are very proud of the progress you make during your time at the school.

You feel safe in the residential unit. Staff help you learn about different dangers and how to keep yourselves safe. Staff keep very good records of the work they do with you. Staff work very hard to make sure you are able to make choices. They spend a lot of time listening to what you have to say. Your suggestions are acted upon as much as possible.

Staff encourage you to eat a healthy diet and keep active. You like the food and make suggestions about menus.

The residential unit is nicely decorated, has pleasant furniture and is kept clean and safe.

This is an outstanding school and you are very happy with the care and support you receive.

I have asked the headteacher to make sure that staff record details of all the medicines you take into school. I have also asked the headteacher to make sure that when the Chair of Governors visits you in the residential unit, to make sure you are

happy and safe, that they check all the records they need to.

I enjoyed meeting you all and visiting your school. I wish you all the best for the future.

Yours sincerely,

Katarina Djordjevic