

# Fountaindale School

## Inspection report

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<b>Unique Reference Number</b>	122947
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	359329
<b>Inspection dates</b>	2–3 February 2011
<b>Reporting inspector</b>	Margaret Jones HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	60
Of which, number on roll in the sixth form	16
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Mark Dengel
<b>Date of previous school inspection</b>	3 March 2008
<b>School address</b>	Nottingham Road Mansfield, Nottinghamshire NG18 5BA
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<b>Age group</b>	3–19
<b>Inspection dates</b>	2–3 February 2011
<b>Inspection number</b>	359329

**Boarding provision**

**Social care Unique Reference Number**

SC402858

**Social care inspector**

Warren Clarke

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**Age group** 3–19

**Inspection dates** 2–3 February 2011

**Inspection number** 359329

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors, one additional inspector and one social care inspector. Inspectors observed 13 lessons and saw 12 teachers and one teaching assistant. Meetings were held with groups of pupils, representatives of the governing body, health professionals, care staff and teaching staff. Inspectors observed the school's work, and looked at the school's improvement plan, policies and safeguarding information. Twenty-nine parental/carer questionnaires were scrutinised alongside staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- Are learning and progress good enough across subjects and groups of pupils, taking into account their starting points and length of time in the provision?
- What has been the impact of sensory learning for pupils with more complex difficulties?
- How effective is the teaching of basic skills, including literacy and numeracy?
- How effective are the strategies to support all pupils to attend full time?

## Information about the school

Fountaindale School is an average-sized special school which provides education for pupils with physical disabilities, complex medical conditions and associated learning difficulties, including sensory impairment and profound and multiple learning difficulties. All pupils have a statement of special educational needs and five pupils are dual registered with other local schools. The school serves the whole of Nottinghamshire and has some pupils on roll from other local authorities. Very few pupils come from minority ethnic backgrounds. The school operates the local authorities Physical Disability Support Service and provides advice, support and training to other schools. The school has achieved specialist status in sensory and physical needs and was successfully re-designated in 2010. The school has Healthy School status and the Sportsmark award and has been a Creative Partnership Enquiry School for the last two years.

The school has a small residential provision and nine pupils board for one night per week. A social care inspector inspected boarding provision as part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Fountaindale School provides a happy, harmonious and supportive learning environment. The outstanding level of care provided helps pupils to overcome their complex physical and learning difficulties sufficiently so that they make good progress in their learning and in their personal development and social skills. Pupils enjoy their lessons and achieve well, developing their communication and independent living skills. Pupils who are boarders benefit from the extra social and learning opportunities provided for them. Many of the older pupils who stay at the school do well in a range of qualifications. They are encouraged to make decisions for themselves and express their own opinions. Behaviour is outstanding and pupils show each other kindness and consideration. They know how to keep themselves healthy and safe and they are keen to volunteer to take on responsibilities around the school such as raising money for charity and acting as school councillors.

Specialist school status has made a strong contribution to the development of staff's skills in sensory approaches and interaction. Very effective use is made of skilled teaching assistants to give individual attention where needed and meet pupils' health needs so they are able to learn. Staff make good use of verbal language, symbols and signs which are well matched to pupils' individual levels of understanding. Teachers know the pupils and their families extremely well and demonstrate great patience in encouraging and coaxing pupils to participate. However, sometimes in lessons, activities go on for too long and the tasks set are not always either appropriate for the age group of pupils or set in realistic contexts. Assessment, the moderation of assessment and the use of data to inform lesson planning have greatly improved. Nevertheless, the school is still refining ways to assess accurately the progress of pupils with the most profound and multiple difficulties. The strength of the current curriculum is the way in which it is adapted to meet the highly individual needs of the pupils. The move to a 14–19 curriculum is improving the progress older pupils make, particularly in gaining skills for adult life, and prepares them well for the next stage. Focus on writing has improved progress in writing across the school, but numeracy and literacy are not sufficiently reinforced throughout the curriculum. The school works in an outstanding way with health professionals and other agencies in order to promote pupils' physical, emotional and social well-being and ensure they are able to learn effectively.

The headteacher has a clear vision for the school becoming a centre of excellence and his focus on the well-being and training of staff has resulted in high levels of expertise and job satisfaction. Regular monitoring of teaching and learning takes place, but has been too focused on the role of the teacher and not enough on the pace of learning to enable all teaching to reach the quality of the best. Senior leaders have analysed pupils' progress well and there is strong evidence that they have used the resulting information to develop

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and improve the school. A coherent school improvement plan is in place and the capacity for future improvement is good.

## What does the school need to do to improve further?

- Improve the consistency of teaching by:
  - focusing rigorously on learning when monitoring teaching
  - ensuring that the tasks set are age appropriate and that learning takes place in realistic contexts
  - ensuring teachers reinforce literacy and numeracy across the curriculum.
- Develop techniques for assessing the progress of pupils with more profound and multiple needs.

## Outcomes for individuals and groups of pupils

2

Attainment has not been graded in this report because the nature of the pupils' medical conditions and learning needs severely impairs their cognitive abilities and makes comparisons with national norms difficult. Pupils start at the school at very different levels. However, they all enjoy their work and are able to settle quickly and concentrate. As a result, academic progress is good. Pupils meet challenging targets and they all leave school with some form of external accreditation. Pupils make good progress in their communication skills, using signs and symbols, computer communication systems and vocalisation. They gain confidence in expressing their views and in socialising with one another. They enjoy time spent in the hydrotherapy pool and in active physical education lessons particularly. At the time of the last report, writing was seen to be an issue. The school has taken action and, consequently, writing has improved across the school. Pupils make slightly better progress in English than in mathematics and the school has explored why this should be and has taken action. The pupils who are dual registered were found to be making less progress in their social development than other pupils and the school has been quick to remedy this situation. The very few pupils from minority ethnic backgrounds make similar levels of progress to other pupils.

All pupils spoken to said they feel safe in school and that bullying is 'something that does not happen here'. They all have a range of staff they would talk to if there was a problem. They know how to take care of themselves in and out of school. Pupils have a very clear understanding of what they need to do to keep themselves as healthy as possible. This extends to them understanding their own health, strengths and physical limitations. Behaviour is exemplary. Pupils are calm, patient and supportive of each other. They make a good contribution to the school and wider community through, for example, productions and shows performed by the residential pupils and club members and through the work of the school councils.

After making allowance for pupils who are absent for medical reasons, attendance is in line with the national average. Pupils are well prepared for life beyond school and most manage to access some form of work experience. They are helped to achieve realistic aspirations and go onto appropriate college courses. Pupils make great strides in their social development as they learn to respect and work alongside others. They know the difference between right and wrong, as is apparent in their excellent behaviour. The

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quality of relationships at the school and the way in which pupils are encouraged to accept their own unique identities as they learn to cope with their disabilities has a tangible spiritual dimension.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	*
Pupils' attainment <sup>1</sup>	
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

## How effective is the provision?

Teachers and teaching assistants are highly skilled and dedicated. They know and respond extremely well to the medical needs of the pupils whilst minimising the disruption to learning. Outstanding relationships between teachers, teaching assistants and pupils ensure a calm working atmosphere where pupils can concentrate and do their best. Teachers make excellent use of sensory approaches to learning to elicit positive responses from pupils. Lessons are generally well planned and motivating. Occasionally, pupils are not fully engaged because teachers talk too much, activities go on for too long or are not suitable for the age group or set in a realistic context. Teachers do not always use the full range of methods, such as phonics (sounds and letters), key words, and lines of numbers, to reinforce literacy and numeracy. High-quality assessment takes place and is regularly checked for accuracy. The school is working on ways to improve the tracking of progress for those with the most complex needs.

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The curriculum has been developed along three strands and is constantly evolving to meet the complex requirements of pupils with profound and multiple difficulties. Specialist status has allowed much more sophisticated use of sensory learning approaches, including the use of the hydrotherapy pool. Much time and effort is placed on joint planning with health professionals and the management of posture management is always in the minds of staff because they appreciate that pupils will only be able to learn if they are comfortable. The curriculum has a strong creative element, for example, working with external partners through drama and film-making, and this has had a beneficial impact on the development of writing skills. However, there is insufficient emphasis placed on the constant reinforcement of literacy and numeracy skills across the curriculum. A strong personal, social, health and economic programme, a good range of sports and clubs lunchtimes and an impressive number of visits and trips including one to Iceland ensure pupils' personal and social development.

Outstanding, individual support is provided for pupils according to the nature of their medical and social needs. Skilled teaching assistants play a pivotal role in helping pupils learn and gain independence. Staff treat pupils with care, kindness and great respect and concern for their dignity. Health and safety systems are exemplary and staff ensure constantly they are up to date with the latest thinking and good practice. Partnership with health and welfare professionals is very strong and successfully ensures everything is done to ensure pupils' health whilst minimising the disruption to their education. Links with the Connexions Service are good and older students are well prepared for the next stage of their education and know what they want to do next. Attendance issues are followed up well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has a clear vision for improving achievement. He has built a close-knit, dedicated team whose members all work together well for the benefit of the pupils. The governing body is very knowledgeable about and supportive of the school. It makes a valuable contribution by asking challenging questions and raising areas of concern. The school's self-evaluation is detailed and largely accurate, but monitoring of teaching has tended to focus on the role of the teacher instead of on the amount of learning taking place and this has led to a sometimes over-generous grading. The role of middle managers in ensuring consistent monitoring of teaching and tracking of progress across the curriculum has yet to be fully developed.



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The school makes an outstanding contribution to the community. A joint project with a rural school in Zambia and assemblies on different cultures bring awareness of the global dimension. The extensive programme of outreach work, training for other schools and pupils acting as ambassadors to teach others about physical disability contributes greatly to the local community. Clear equalities policies are in place, which are effective because the curriculum is tailored exceptionally well to meet individual needs. Policies and procedures cover all aspects of safeguarding. These are routinely reviewed and, at the time of the inspection, all safeguarding requirements were addressed. Child protection procedures are clearly understood and meticulously adhered to. The priority given to working closely with parents and carers makes a substantial contribution to keeping pupils safe and improving their achievement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress because of good teaching and good leadership. ♦Staff have an in-depth knowledge of ♦each child's personality and medical issues and use this well. ♦Children enjoy playing because activities ignite a spark in their imaginations, for example, by putting their hands into a tray of sticky, sweet golden syrup and then discovering it tastes nice. Good use is made of the woodland play area, when appropriate. Children's behaviour is excellent and there is strong sense of companionship and harmony in the groups.

Teaching is good overall. In the few less-successful lessons, staff do not make enough meaningful links in teaching key words and letter sounds throughout the day and chances are missed to focus on ♦learning new ♦words in a planned, progressive way. The leadership of the Early Years Foundation Stage is good and has ensured that planning of

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activities is well focused on the needs of each individual child. Children's physical development is given high priority, for example, in helping them to stand by themselves and this supports their overall progress well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Sixth form

The school has concentrated on 14 to 19 provision because students generally stay on until Year 14. Students enjoy their learning in the sixth form and successfully work towards accredited courses. Sometimes, the tasks they are given in lessons are not suitable for older students. However, the range of vocational options they are offered is extensive and increasing. Students learn a variety of work-related skills, go on personalised work experience and enjoy a degree of independence in using the self-contained training flat. All students leave to go on to training or education placements. This is as a result of good quality careers education and preparation for transition. Records of students' progress are collated and analysed so that comparisons can be made year on year. Leadership of the phase is excellent. There is a clear direction for developments in 14 to 19 provision and recent changes demonstrate that this is being put into action.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	1

## Boarding provision

The residential provision was judged to be outstanding and the national minimum standards were met, although three recommendations have been made. A full report on this provision is available on application to Ofsted.

Children, depending on their needs, benefit from the school's residential education provision. Some children are provided with the service where the residential aspect is

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required to respond to social need and enhance learning. In this connection, the school leaves nothing to chance. Clear objectives are set for each child and staff respond to these skilfully by shaping afterschool activities so that they are clearly seen to support the children's education through guidance with homework and leisure activities. Residential staff approach this imaginatively so that leisure activities are fun, but also reinforce the children's learning. For example residential staff and after-school club staff were observed using activities involving drama to help the residential pupils and day pupils with communication difficulties to learn aspects of British history and culture. They introduced music and movement also. The children delighted in this activity in which all were able to participate fully using their particular mode of communication.

Care staff's approach to the children's care is inherently participative and inclusive. It follows the best practice of equal opportunities and ensures all, whatever their level of disability, are included. Excellent care practices ensure a child is able to choose who will assist them and children who do not communicate conventionally were, throughout the inspection, observed to be provided with the means to make choices, for example, who they wish to sit next to at mealtimes and what and how much food they desired. More formal arrangements such as the school council, on which resident children are represented, is another effective means through which they are given a voice. The success that staff achieve in enabling the children to make a positive contribution yields a number of benefits. For example, excellent relationships exist between children and staff and among the children as a group. Furthermore, the children are able to express their needs confidently and their preferences and the means by which certain aspects of these are met. Discrimination is tackled through the absence of bullying and the culture of respect, thoughtfulness and kindness that the school promotes successfully. For example, some of the more robust children are observed to be caring towards those who are less so. In their friendships and communication with others, the children act as though modelling the kind and inclusive approach used by staff. Throughout the inspection, children in residence and in school, behaved very well. They respond positively to staff encouragement and praise.

The well-equipped residential accommodation provides the children with all they need in relation to their disabilities. Care staff capitalise effectively on the full range of the school's facilities. For example, the school hall and other areas are used for drama. Specially adapted classrooms and the training flat are used to promote skills in independent living. The children, in a less formal way than in class, have opportunities to socialise with peers whilst engaging in activities such as cooking and some aspects of home management. However, the building is dated and, whilst bright and clean, is nevertheless institutional in appearance. Accepting that the bathrooms and toilets in the living quarters have to be fitted with aids and equipment, insufficient attention is given to mitigating the clinical appearance that this creates. In short, the accommodation is not as homely as it ought to be.

Leadership and management of the residential aspect of the school are outstanding. This is reflected in the provision of a sufficient number of staff and they are used efficiently. Staff retention is good and therefore the children are familiar with and have invested trust in them. Progress has been made since the last social care inspection. For example, progress has been made towards ensuring staff have the required qualifications for their post. All residential staff have completed in-house training in areas such as first aid, manual handling and modes of communicating with the children. This equips them to provide safe care and makes them particularly effective in helping the children to enhance their communication. However, whilst there is a clear development plan for the head of

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the residential staff, including consistent supervision, there is no record of this for other staff.

Although monitoring of the residential aspect of the school is conducted, the rigour with which this is done is not evident. There are no distinct written reports of the specific matters which the governing body is required to monitor. This monitoring activity, the reporting of it and a system for ensuring that any deficits identified are addressed in a timely fashion, are intended to contribute to promoting and safeguarding the children's welfare. This is an area for improvement.

### **National Minimum Standards (NMS) to be met to improve social care**

- Ensure that residential accommodation is appropriately decorated and furnished to create a pleasant and, as far as practicable, a homely environment (NMS 24.2)
- Ensure that records are kept, and available for inspection, that demonstrate that residential care staff, including temporary and ancillary staff, receive one-to-one supervision at the specified frequency and covering the areas specified in NMS 30.4 (NMS 30.2)
- Ensure that there is a written report of all monitoring visits conducted by or on behalf of the governing body which includes observations on all the matters specified in NMS 33.3 (NMS 33.2).

*These are the grades for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>1</b>
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### **Views of parents and carers**

The overwhelming majority of parents and carers feel that their children enjoy school, make progress and are well looked after. Inspectors' observations support these views. As one parent writes, 'The dedication and care that is given here by every member of staff is outstanding, not only has my daughter's academic ability grown, but her confidence has soared, and this is all down to these extremely caring people. We look at Fountainsdale as one big happy family more than a school.'

A very few parents and carers express concern about progress and the balance between therapy and education with the school, but inspectors saw no evidence to support these concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fountainsdale School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	66	10	34	0	0	0	0
The school keeps my child safe	23	79	5	17	0	0	0	0
My school informs me about my child's progress	19	66	9	31	0	0	1	3
My child is making enough progress at this school	17	59	9	31	3	10	0	0
The teaching is good at this school	19	66	9	31	1	3	0	0
The school helps me to support my child's learning	17	59	11	38	1	3	0	0
The school helps my child to have a healthy lifestyle	14	48	13	45	1	3	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	52	12	41	1	3	0	0
The school meets my child's particular needs	21	72	7	24	0	0	1	3
The school deals effectively with unacceptable behaviour	18	62	9	31	1	3	0	0
The school takes account of my suggestions and concerns	17	59	9	31	2	7	0	0
The school is led and managed effectively	19	66	9	31	1	3	0	0
Overall, I am happy with my child's experience at this school	18	62	9	31	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**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.**



4 February 2011

Dear Pupils

**Inspection of Fountaindale School, Mansfield, NG18 5BA**

Thank you for all the help you gave us when we visited your school on 2 and 3 February. We enjoyed talking with you. Fountaindale is a good school. It has many outstanding features. Shown below are our findings about what is good about your school and what it needs to do to get even better.

The good things about your school were:

You make good progress in your communication and social skills and you all succeed well in your examinations and gain good results.

You are very well looked after by your teachers and teaching assistants and your individual and physical needs are met so that you can confidently move on to the next stage in your lives.

You enjoy the activities provided, such as swimming in the hydrotherapy pool, playing games and putting on shows.

You behave extremely well, especially when moving in and out of classrooms and told us you feel safe and there is no bullying.

The school is very well managed and outstanding links are made with your parents and carers, your home schools and other experts who can help you improve.

Things that could be improved:

The school needs to make sure the work you are set is always suitable for your age and that literacy and numeracy are practised in every lesson.

The school is exploring ways of keeping a closer check on the progress some of you are making.

We wish all of you success in the future and thank you once again for your help with this inspection.

Yours sincerely

Margaret Jones

Her Majesty's Inspector (on behalf of the inspection team)



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