

# Foxes Academy

## Focused monitoring visit report

---

**Unique reference number:** 131892

**Name of lead inspector:** Joyce Deere HMI

**Last day of inspection:** 24 November 2010

**Type of provider:** Independent specialist college

**Address:** The Esplanade  
Minehead  
Somerset  
TA24 5QP

**Telephone number:** 01643 708249

## FOCUSED MONITORING VISIT: MAIN FINDINGS

### Context and focus of visit

Foxes Academy is a specialist residential academy based in Minehead, Somerset, which operates as a fully functioning hotel for the general public. It is a limited company run by directors. The academy provides a realistic working environment for 71 students with learning disabilities, most of whom progress to open, part-time employment in hospitality and catering. At the previous inspection in 2006, the academy was found outstanding in all aspects of its provision, and subsequent monitoring visits have confirmed this.

This monitoring visit focuses on the extent to which the academy has maintained its outstanding outcomes and the effectiveness of its quality improvement arrangements. It also focuses on the extent to which Foxes Academy has increased its rates of application and participation from students from minority ethnic communities.

### Themes

#### Outcomes for learners

<b>How much progress has Foxes Academy made in sustaining outstanding outcomes for learners?</b>	<b>Significant progress</b>
--	-----------------------------

At its inspection in 2006, and in subsequent monitoring visits, the academy continued to maintain outstanding outcomes. This is still the case. Measurable outcomes across all aspects of its work are at, or above, 95%. This academy prepares students very effectively for the next stages of their lives, recognising the significance of all aspects of the programme in the development of students' vocational skills in hospitality; preparation for open or supported employment; preparation for greater independence in their living situation; and, greater confidence in participating in their local communities. The academy monitors students' progress from the start of their training and can demonstrate significant value added for all students. Many arrive with previous attainment at entry level one or two, and leave with a qualification at foundation or intermediate level. The arrangement for the verification of the tracking and monitoring of students' targets in the development of skills of independence has improved steadily. The academy's success in preparing students for transition to their local home areas has been consistently outstanding for the past three years. Of the 33 students who left in 2010, 25 had found employment by mid November. In 2009/10, 88% of students achieved their long-term goals in relation to employment, qualification and their living situation.

## Leadership and management

**How much progress has Foxes Academy made in developing its arrangements for self-assessment and quality improvement?** **Significant progress**

The academy had comprehensive arrangements for quality improvement and self-assessment at the previous inspection. This continues to be the case. The academy continues to develop its management information systems. Strategic planning goals and quality improvement targets are linked electronically, and progress is monitored at curriculum level on a monthly basis. Managers can access on-line information regarding the progress of each student in all aspects of the programme. The academy has developed a learner network, which is in accessible text and video. Learners can contribute to the learner voice site at any time. All staff and students contribute to the on-going self-assessment. The academy is particularly innovative in its use of enabling technology. One of its aims is the further development of students' capacity to thrive in their local community. The academy has introduced a hand-held device that enables students to locate video information in relation to their daily living needs. A student can access a short video, which consists of a demonstration of him/herself showing what to do if a stranger knocks at the door. This process is a very effective teaching and learning tool, and a practical way of embedding safeguarding practice.

**How much progress has Foxes Academy made in recruiting students from minority ethnic communities?** **Significant progress**

At the time of a survey visit in 2008, where the focus was on equality and diversity, the academy had very low rates of application and participation from students from minority ethnic communities. Since then the academy has increased its rates of participation significantly. The participation rate for the intake in 2010 was 18% and applications so far, for the 2011 intake, from students from minority ethnic backgrounds, stand at 19%. Following the survey visit, the academy developed a marketing strategy and an action plan, which involved national research, followed by targeted promotion through meetings, phone calls, emails and advertising in appropriate publications. This focused and carefully planned approach has been very successful in attracting applications from students from minority ethnic communities.

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, academies, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this report in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester, M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010