



**THE FOUNTAINS
HIGH SCHOOL**

**Fountains High School
Gareth Allen
Executive Headteacher**



The Fountains High School is a co-educational special secondary school located in Stretton, Burton-on-Trent, Staffordshire. It caters for students aged 11 to 18 and is part of the Esteem Multi-Academy Trust. The school converted to academy status in 2018 and currently has around 250 pupils on roll.

The school specialises in supporting young people with a wide range of special educational needs (SEN). All students have an Education, Health and Care Plan (EHCP), and needs supported include moderate to severe learning difficulties, autism spectrum conditions, communication challenges, and physical or sensory impairments

The school's ethos is centred around three core values: Kind Hearts, Wise Minds, and Brave Souls. These are inspired by psychological research into motivation and wellbeing, aiming to help students develop confidence, independence, and a sense of belonging.

Fountains High School emphasises creating a safe, inclusive, and supportive environment where students feel valued and are encouraged to build positive relationships and self-belief.

Improving School Processes

“SchoolIP has strengthened and streamlined our internal processes significantly. The integration of the new Ofsted framework means that evaluation, planning and monitoring now follow a single, consistent structure. My leadership team no longer work across multiple documents or spreadsheets, everything flows logically from framework → SEF → priorities → actions. This has reduced duplication, improved accuracy, and ensured that all leaders are working from the same strategic language. Middle leaders in particular have found the clarity helpful, as they can see exactly how their work aligns with whole-school priorities and trust-level expectations.”



Gareth Allen

**Executive
Headteacher
Fountains High
School**

Providing Data To The School

“SchoolIP has made our data more purposeful and usable. By linking evidence and impact statements directly to the new Ofsted questions, leaders are now curating more meaningful evidence rather than simply collecting large quantities. Data discussions are sharper, because the system prompts leaders to show impact rather than activity. As a result, we have seen greater consistency in how data is analysed, how progress is evaluated, and how areas for improvement are identified. Governors have also commented that the data is more accessible and easier to interpret.”

Reducing Teacher Workload

“From a leadership perspective, SchoolIP has reduced teacher workload by giving staff a clear, structured and simplified way to contribute to the SEF and Development Plan. Because actions and evaluations are directly linked to the Ofsted descriptors, staff no longer spend time trying to interpret or rewrite expectations. The centralised system also means fewer requests for duplicated information, fewer emails, and less paperwork. Leaders can gather evidence, track progress, and prepare updates far more efficiently, which in turn reduces the time teachers spend preparing for review or monitoring activities.”

Improving Teacher Wellbeing

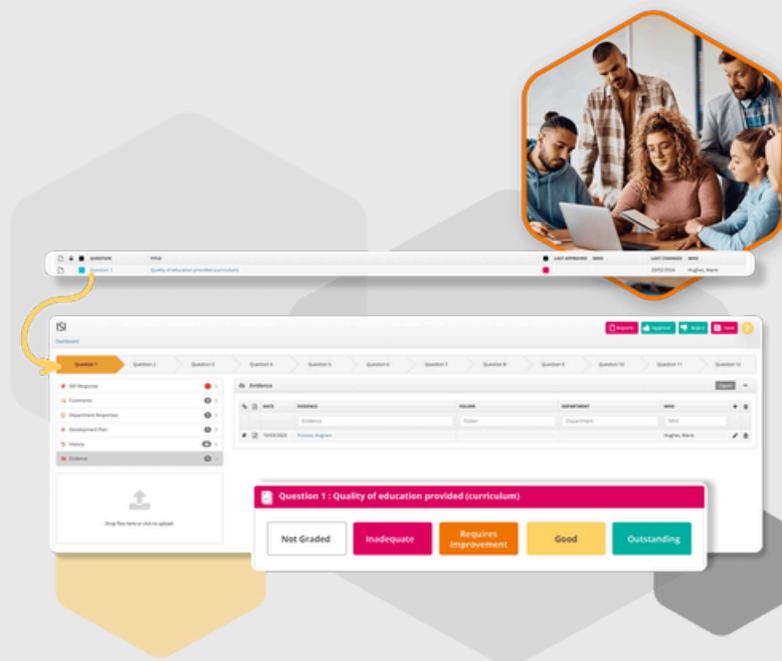
“By simplifying processes and reducing duplication, SchoolIP has had a positive effect on teacher wellbeing. Staff have commented that the platform removes the “guesswork” around what leaders need for evaluation or inspection readiness. The clarity and structure lower cognitive load, particularly for staff managing curriculum leadership alongside teaching responsibilities. Because leaders can track progress more efficiently, developmental conversations are now more focused, positive and supportive, reinforcing wellbeing rather than adding pressure.”

Saving The School Money

“SchoolIP has offered strong value for money. The time saved on evaluation, planning, evidence gathering and reporting means leadership capacity is being used more effectively, reducing the need for external consultancy and reducing administrative hours. Additionally, because the SEF and Development Plan are tightly aligned, leaders can target spending more accurately and ensure resources are directed where they will make the greatest difference. The improved oversight also allows for better tracking of initiatives, helping us avoid wasted or duplicated expenditure.”

Final Thoughts

“I would rate SchoolIP 10/10 because it has completely streamlined our self-evaluation and improvement planning. The alignment with the new Ofsted framework brings real clarity and saves significant leadership time. It reduces duplication, improves the quality of leadership discussions, and makes it easy for staff to understand expectations. Overall, SchoolIP increases confidence, sharpens strategic focus, and provides excellent value, making it an easy recommendation.”



Scan me!



Phone call
0333 0433 450



Email Address
info@derventioeducation.com