

Everest Community Academy

Oxford Way, Basingstoke, Hampshire, RG24 9UP

Inspection dates

10–11 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not yet consistently good and is occasionally inadequate. This results in some students achieving less than they could.
- Students' achievement is improving rapidly but remains below national averages in mathematics and in English.
- Disabled students and those with special educational needs make less progress in mathematics than they do in English, particularly in reading. This is because, greater emphasis has first been given to improving their reading skills.
- Students' behaviour around the school is mostly good. However, in lessons where the teaching does not sufficiently engage them, the disruptive behaviour of a minority of students prevents others from making the progress they could.
- Some teachers do not mark students' work as regularly or as thoroughly as they should. This results in students not knowing how well they have done and what they must do to improve their work.

The school has the following strengths

- Students' progress in reading has improved significantly during the past year because of the daily reading programme and the new approach given to teaching reading. Most students read widely for pleasure.
- Relevant and high-quality professional development for all staff has led to improvements in both teaching and students' achievement.
- The school's senior leaders and governors are totally committed to improving the school, especially students' achievement, attendance and behaviour. This has brought about significant improvements.
- The great majority of students continue their education, or are employed, after leaving the academy and very few are neither employed nor in education or training.

Information about this inspection

- Inspectors observed 38 lessons; twenty of these were observed jointly with the Principal, two Vice Principals and two Assistant Vice Principals.
- Inspectors talked with students, looked at samples of their work, and listened to two groups of students read.
- Meetings were held with teachers, the Chair of governors and one other governor, and with the school's senior leaders. Inspectors met a representative of the Academy Education Trust to discuss the extent and impact of the support provided to the school.
- In planning the inspection, inspectors took account of the views of 32 parents and carers who responded to the online questionnaire (Parent View), 28 questionnaires returned by school staff, letters from the Head Boy who was absent, from the Director of the Accelerated Reading Trust and from a parent. Inspectors also made reference to the school's own recent surveys of parents' views.
- The inspectors observed the work of the school and looked at many documents, including the school's self-evaluation, the school's development plan, documentation regarding the management of teachers' performance, minutes of governing body meetings, planning documents, checks on the quality of teaching, information about students' progress, school policies and records relating to attendance, behaviour and safety.

Inspection team

John Collins, Lead inspector

Additional Inspector

Jennifer Bray

Additional Inspector

Lesley Voaden

Additional Inspector

Anthony Byrne

Additional Inspector

Full report

Information about this school

- Everest Community Academy, sponsored by the Academies Enterprise Trust (AET), became an Academy school on 1 Sept 2011.
- The Academy is smaller than the average-sized secondary school.
- The majority of students are White British. The proportion of students from minority ethnic backgrounds is about half of the national average and very few speak English as an additional language.
- A high number of students join the school part-way through their secondary education.
- A small number of students attend alternative courses, such as automotive vehicle maintenance and repair, City and Guilds, and Business and Technology Education Council (BTEC) hospitality level 2 at Basingstoke College of Technology. A small number of students attend the Hart Centre, now known as Apex Education, Inclusion Hampshire
- Approximately one third of the students are eligible for the pupil premium; this is above the national average. Pupil premium provides additional funding for children in the care of the local authority, students from service families and students known to be eligible for free school meals. There are no students from service families currently on the roll.
- The proportion of disabled students and those with special educational needs supported at school action is about double the national average. The proportions of students at school action plus or with statements of special educational needs are higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- There have been significant changes to the governing body, teaching staff and the senior leadership team over the past two years.
- The school has achieved the Investors in People Gold Award, Healthy Schools Award and the Artsmark Silver Award.

What does the school need to do to improve further?

- Improve the achievement of all students across both key stages, particularly in English and mathematics, eradicating inadequate teaching and improving the proportion of good or better teaching by ensuring that:
 - teachers plan lessons that meet the needs and abilities of all students, especially ensuring that work is hard enough for the most able students
 - written guidance to students is regular, accurate and explains what they must do to improve their work or get to the next level
 - students' behaviour in lessons is managed consistently.
- Continue to improve students' levels of literacy across the academy by ensuring that:
 - all teachers take responsibility for systematically developing confident and accurate speaking, reading, and writing skills in the subjects they teach
 - teachers' marking and assessment pay particular attention to vocabulary, spelling, sentence construction, grammar and punctuation.
- Improve students everyday mathematics (numeracy) skills across the academy by ensuring that they:
 - have sufficient opportunities to learn and use multiplication facts
 - set their written work out systematically and with care

- have opportunities to explain their methods and solutions to each other
- use real life examples where possible.

Inspection judgements

The achievement of pupils

requires improvement

- In 2012 the proportion of students achieving five or more GCSE A*-C grades, including English and mathematics, was well below national and local averages. This can largely be attributed to disruption in their education for a long period due to lack of continuity for leadership in English, teacher absence and inadequacies in temporary teaching that have almost all since been rectified. In addition, a relatively high number of students, many of whom had special educational needs, joined the school part-way through their secondary education.
- School information and inspection evidence confirm that the current achievement of students, in mathematics and in English in Key Stage 4, especially those with English as an additional language and including those from minority ethnic backgrounds, has improved significantly and is now close to, and sometimes exceeding, that expected at the end of the key stage. Achievement in science and in English literature is good.
- Most students enter the school with literacy and numeracy skills that are well below average. Students in Year 7 who join the school with very low reading ages make rapid, sometimes excellent, progress. This is largely as a direct result of new teaching approaches and one-to-one or small group teaching funded in part by the government's Catch-up programme for Year 7.
- However, although there are examples of excellent writing by some students, overall, students' spelling, punctuation and grammar skills need further improvement, especially in Key Stage 3.
- Increasingly effective use is made of additional funds to reduce the achievement gap between students supported by pupil premium and other students. Successful action using pupil premium funding has been taken to improve both numeracy and literacy, particularly in Years 7, 8 and 9. School records of progress show that the gap in achievement is closing rapidly in both areas. In September 2012 the average gap for Year 11 was three terms. Currently eligible students are less than a term behind in mathematics and ahead of other students in English.
- In the use of everyday mathematics (numeracy), many students in Key Stage 3 have not yet learned to recall multiplication facts and are weak in areas such as measure and shape. This hinders their progress in harder mathematics topics such as algebra and in other subjects that depend on these skills. However, able students in Key Stage 3 make good progress and succeed at levels beyond those expected for their ages.
- Girls do much better than boys in examinations, although in most subjects and in students' work there are few observable differences, with the exception of English, in which girls are ahead. Strong action has been taken to ensure that all students achieve at least what is expected of them, especially in English and mathematics. Inspection evidence and school records indicate that this is working well in both subjects, especially at Key Stage 4.
- Students, apart from the most able aiming for the very highest grades, are entered early for GCSE examinations in mathematics and English at various times from Year 10 onwards. This provides an opportunity to build students' confidence and to showcase their progress. School records and students' intentions for further education show that doing so is successful and does not dissuade them taking these subjects further. Almost all students go on to full time education or employment after leaving the school in Year 11.
- Students who join the school part-way through their secondary education make good progress from often low starting points. This is as a result of close monitoring, focused support and good teaching. Similarly effective arrangements have been made for a small number of students receiving part of their education at other establishments. Reports from these establishments indicated the students are making good progress.
- The small numbers of students on fixed-term exclusions or whose attendance is not good are provided with well-planned, and strong, support to help them catch up and many do.
- Disabled students and those with special educational needs make good progress because of the good teaching and high-quality additional support they receive from specially trained staff. However, their progress in mathematics is not as strong as it is in English.

The quality of teaching **requires improvement**

- Teaching requires improvement because it is not consistently good.
- In a small number of lessons where teaching requires improvement or is inadequate, the more able students find the work too easy and the less able find it too hard. This results in both groups making less progress than they could and leads to restless behaviour.
- When marking work, many teachers do not give enough guidance on how to improve or expect students to show they can respond to advice. Some teachers fail to correct mistakes in spelling, punctuation and grammar. Similarly in mathematics, some teachers do not require students to set their work out systematically and with care. This means they are not able to communicate properly in those subjects.
- Nevertheless, in mathematics strong efforts are being made in most classes to ensure that students' basic numeracy skills are developed and used accurately in calculations. They are used well in solving real problems in the Business and Technology Education Council (BTEC) assignments.
- Inspection evidence and the school's checks on teachers' performance show clear improvements in teaching. This is mostly a result of effective leadership and strong professional development. Even so, senior leaders recognise there is much to be done before all teaching is at least good.
- However, most teaching is lively, interesting, and makes effective use of students' ideas and answers to reinforce learning. The lessons are planned to provide appropriate challenge and meet the needs of all students. As a result their progress is good and sometimes outstanding. Such good teaching occurred especially in the new BTEC courses but was also seen in most subjects. In a Year 9 science lesson, for example, students were investigating the human and natural activities that affected the well being of our planet. They were clearly fascinated by the information provided in a computer application called Fragile Earth. The teacher wisely capitalised on this and involved the class in group discussions that revealed students were making good progress and attaining at levels beyond those expected for their age.
- In a Year 8 history lesson, students used a wide range of resources to compare the work and beliefs of Malcolm X with those of Martin Luther King. The teacher organised the class into groups to complete tasks, involving the production of a poster. This required them to think, discuss and write. It met their individual learning needs well and they made good progress as a result

The behaviour and safety of pupils **requires improvement**

- Behaviour requires improvement because a small minority of students in some lessons, particularly at Key Stage 3, make it difficult for other students to learn because of their restlessness and constant chatter.
- However, the behaviour of students around the school and especially during the lunch period is good. An inspector enjoyed conversing with Year 7 boys over lunch and found them to be articulate, well mannered and keen to talk. They were a group of friends who shared a common interest in the Hunger Games series of books; they provided stimulating conversation, making interesting comparisons between the books and a film based on the series.
- Students talk knowledgeably about the nutritional benefits of the food they eat in school and are proud of the school's Healthy Eating Award. They are similarly knowledgeable about environmental issues and their writing, art, dance, music and drama work are well linked to what one parent described as 'awesome school performances'. The high quality of provision for students' cultural development has been recognised by an Artsmark Gold Award.
- Students know the various types of bullying and how to keep safe. They know about cyber-

bullying, and that name calling of any kind is hurtful and wrong. They are knowledgeable about safety online and how to deal with dangers.

- The school has a very good tracking system for monitoring behaviour, and clear and effective guidelines for the management of behaviour. Almost all teaching and other staff apply these consistently and the relatively few instances of unacceptable behaviour are therefore dealt with swiftly and effectively. The academy also closely monitors and records the behaviour and safety of students educated for part of their time at other establishments. Both are good.
- Racist incidents and bullying are kept to the minimum and in the rare instances they happen, students report that they are handled well. The school does much to create a culture of caring and the pastoral care system provides good support for all students.
- The academy provides a pleasant, safe, secure environment and students say they feel safe. As a result, punctuality is mostly good, attendance is broadly average and numbers of fixed-term exclusions have dropped considerably.

The leadership and management are good

- The Principal, Vice Principals and relatively new senior and middle management teams are committed to ensuring high standards of achievement, behaviour and students' personal development. They have worked hard to overcome significant challenges and their efforts have had substantial impact in each of these areas, particularly in Key Stage 4.
- However, leadership and management are not yet outstanding because students' achievement is not yet as good as it could be, the quality of teaching is not consistently good, and as a result students' behaviour in class is not consistently good. This judgement agrees with the views of parents who completed the online questionnaire (Parent View).
- Many of the problems the school has faced are due to the difficulty of attracting enough teachers of high quality.
- The school's own checks on its strengths and weaknesses are accurate and its plans for improvement are correctly focused on improving teaching and students' achievement.
- As a result the academy has made significant leaps in improving each of these areas and improving students' attendance over the past year and this has led to substantial improvements in students' achievement.
- The reorganisation of departments and provision of necessary, high-quality professional development for all staff have led to significant improvements both in teaching and in students' achievement. This has led to the nationally recognised Investors in People Gold award.
- The broad range of subjects and learning experiences provided for all students have been revised to address the learning needs of almost all students. The school's provision for students' spiritual, moral, social and cultural development is in many ways outstanding.
- The school has strongly promoted equality of opportunity for all and does not permit any kind of discrimination.
- Well-planned and good quality additional support is given to students who find the work too hard, have missed schooling or have fallen behind for any reason.
- There is a rich programme of extracurricular activities, both during and after school, provided by the governors.
- The school has benefited from effective support and guidance from the Academies Enterprise Trust after the summer 2012 examination results. This has included regular support from external English and mathematics consultants.

■ The governance of the school:

- The Academy Chain has ensured that all governors are well trained and have very good knowledge and understanding of the school's strengths and weaknesses. This enables them to participate in planning for improvements, policy making, and decision making about improving students' achievements.

- Effective action is taken when there are indications that any group is making insufficient progress. The governors know how achievement in the school compares with that of similar schools and use national information to hold the school to account.
- Their awareness of the need to improve progress for the large number of students that are eligible for pupil premium funding or have disabilities or special educational needs led to the allocation of funds to provide new literacy schemes, additional training for teachers and small group or one-to-one tuition for those students. As a result, their progress is close to, or ahead of, that of their peers.
- The governors have been much involved in improving the quality of teaching through participating in checks on how well students are improving in their learning. Governors use safer recruitment procedures and are very much involved in decisions about teachers' status and pay. They do not permit unjustified promotion or salary increases.
- Safeguarding is strong. Together with senior leaders, governors have made it clear that bullying will not be tolerated and that equal opportunities are to be promoted.
- They ensure that all statutory requirements are met, and they have good capacity to assist the school with further improvements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	1157138
Local authority	Hampshire
Inspection number	399844

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

Type of school	Academy sponsor-led
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	708
Appropriate authority	The governing body
Chair	Stuart Green
Headteacher	Julie Rose
Date of previous school inspection	Not previously inspected
Telephone number	01256 465547
Fax number	01256 337555
Email address	jrose@everestcommunityacademy.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email 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.

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 St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

