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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
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Paul Mundy-Castle
Interim Headteacher
The Coppice Spring Academy
Pack Lane
Basingstoke
Hampshire
RG22 5TH

Dear Mr Mundy-Castle

Special measures monitoring inspection of The Coppice Spring Academy

This letter sets out the findings from the monitoring inspection of your school that took place on 27 and 28 September 2022, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the first monitoring inspection since the school was judged to require special measures following the graded (section 5) inspection that took place in March 2022.

During the inspection, Sue Bzikot, Ofsted Inspector, and I discussed with you and other senior leaders, the chief executive officer (CEO) of the multi-academy trust, the chair of the multi-academy trust board, the chair of the local governing board and the local authority, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. We also visited lessons, held meetings with staff, spoke to pupils and scrutinised school documentation. I have considered all this in coming to my judgement.

The Coppice Spring Academy remains inadequate and requires special measures. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.

I strongly recommend that the school does not seek to appoint early career teachers.

The progress made towards the removal of special measures

Since the last inspection, you have overseen several changes to the school and the provision it offers. Pupils and staff recognise how the expectations of senior leaders have

increased. You have renewed the focus on the education of pupils alongside providing the pastoral care required. The recruitment of new specialist leaders in English and mathematics and the appointment of a new special educational needs and disabilities coordinator (SENDCo) reflect this. Extensive work has also taken place in redecorating classrooms and purchasing much-needed resources to ensure the learning environment is purposeful.

Some improvements have been made to the school's curriculum. Leaders are becoming much clearer in their ambition for pupils and what will be achieved by the end of key stage 4. Newly appointed specialist staff are creating curriculum plans that are beginning to be implemented. While these are at a very early stage, it is evident that leaders are thinking about the needs of the pupils in their care. For example, the newly designed English curriculum combines both the knowledge pupils will need to achieve a GCSE, with opportunities to help pupils use literature to understand more about themselves and the world around them.

Improvements have also been made to the personal, social and health education curriculum. This includes creating a structured plan to meet the statutory guidance on relationships and sex education. Leaders have thought about the local context of the school and what specific support pupils need to stay safe. Pupils are also being encouraged to voice their views about what help and guidance they need as they grow up. This includes talking about themselves, their identity and their beliefs. While the implementation of this curriculum is in its early stages, it is evident that pupils' needs are being more carefully considered.

While staff and pupils recognise the initial improvements, leaders know there is still much more to do. As outlined, the new curriculum is in its very early stages of development. The new SENDCo recognises the need to ensure staff know and understand pupils' education, health and care plans and that the curriculum meets pupils' needs. Further improvements are also needed in the support offered to help all pupils read. Leaders recognise the importance of investing in this so all pupils can access the full curriculum.

While there has been an increase in attendance, too many pupils still do not attend school regularly enough. Leaders have taken action to reduce the number of pupils who only attend school on a part-time basis. However, this number remains too high. In addition, some pupils still behave in a disrespectful and, at times, dangerous way, resulting in leaders choosing to suspend these pupils from school. Systems are being used by staff to analyse patterns of behaviour, but these are in their infancy and have not yet had the intended impact.

While the multi-academy trust and the local governing body have some understanding of the initial improvements that have been made, more is needed so school leaders have the right support to achieve a good standard of education. Trust leaders recognise where they have not acted quickly enough to make the necessary improvements. They also acknowledge where there has been a lack of expertise and capacity at all levels of the trust and governance to ensure robust oversight. Moving forward, they are focused on

ensuring both staff and pupils have the support they need as the new headteacher takes over the leadership of the school.

Safeguarding processes are now carried out more thoughtfully and diligently. Leaders are acutely aware of the specific safeguarding risks that may affect their pupils. They monitor pupils, accessing support from external agencies when needed, to support pupils' safety and well-being. The trust has overseen improvements to recruitment processes, meaning appropriate checks are made on adults working in the school. This is now detailed within records that are closely monitored by the trust.

School leaders are positive about their ongoing work with the local authority. Most recently, this has included advice around aspects of the school's curriculum as well as support to help staff meet the complex needs of their pupils. The trust has also requested a representative from the local authority visit the school to consider the improvements that are being made. The local authority is keen to continue to provide further assistance as the new headteacher joins the school.

I am copying this letter to the chair of the board of trustees, the CEO of the Catch22 multi-academy trust, the chair of the local governing board, the regional schools commissioner and the director of children's services for Hampshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Aimee Floyd
His Majesty's Inspector