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11 July 2023

Andrew Hatherley  
Headteacher  
The Coppice Spring Academy  
Pack Lane  
Basingstoke  
Hampshire  
RG22 5TH

Dear Mr Hatherley

### **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 5 July 2023, 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 third 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, I discussed with you and other senior leaders, staff, a governor from the local governing body and a representative from 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. I also visited some lessons, spoke to some pupils and scrutinised a variety of 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**

You and your staff have continued to focus on the much-needed improvements across the school. The leadership team and much of the staff body has remained stable. During this monitoring inspection, you outlined your pride in the work of your staff in focusing on the

planned developments. However, there is an appreciation that there is still much to do to ensure pupils get the quality of education you aspire for them to have.

You and your colleagues have made improvements to the school's curriculum. Leaders now have a much clearer understanding of the subjects and qualifications they want pupils to study. Pupils have been entered for more key stage 4 subjects this year than in previous years. Teaching staff have benefited from professional development that has developed their teaching expertise. Further work is being considered to increase the knowledge teaching assistants have about the content of the curriculum. This is to provide pupils with a consistency of approach to develop their independence and focus. Training is currently underway to support the introduction of the new subjects being taught in September to broaden the curriculum.

During my last visit, we spoke about the importance of helping pupils who find reading more challenging. Key staff have started to explore this. Actions to date include the identification of a validated phonics programme as well as initial testing to start to identify the gaps pupils have in their phonic knowledge. Your team are now using this information to plan specific interventions for September. They are aware of the importance of ensuring staff have the training they need to deliver the programme. There are also plans to further pupils' appreciation of the importance of reading. Staff and pupils are highly positive about the school's celebration of World Book Day. Staff are also noticing that pupils are developing their confidence in reading aloud to their peers and that pupils know reading is an expected part of the curriculum. You acknowledge there is still more to do to ensure pupils have the reading skills they need.

Alongside the ongoing improvements to the academic curriculum, developments are continuing to support pupils' personal, social and health education. There is now a thoughtfully planned curriculum delivered by a specialist teacher. This curriculum includes a comprehensive coverage of relationships and sex education as well as exploring what actions pupils should take to stay safe. Lessons also reflect the specific needs of the pupils attending the school. For example, pupils explore the concept of neurodiversity. Through this, pupils begin to consider potential challenges they may have in acquiring specific skills needed as they move into post-16 education, training or employment. You have further plans to extend the opportunities for trips and a possible residential for the new academic year.

High levels of absence for some pupils remain an ongoing concern for you and your team. Since the last Ofsted visit, you have implemented a new strategy. This includes a member of staff who works closely with families of pupils who do not attend regularly. You have also implemented a system of communication, including letters, to highlight to parents the importance of pupils attending school. There are examples where this has started to have an impact, but you acknowledge that further action is needed to ensure pupils attend regularly.

The number of suspensions issued this year has been high. You and your team recognise this. You have continued to implement much higher expectations of the conduct of pupils.

This has been more challenging for some. Alongside the use of sanctions, leaders have provided training for staff around the specific social, emotional and mental health needs of individual pupils. You use the knowledge you have about each pupil to look carefully at incidents of poor behaviour to consider where additional support is required. You believe this is starting to have an impact, and from my time in classrooms I agree. Staff also have higher expectations of how pupils should behave in lessons and again this was evident in the lesson visits I conducted.

You and your team have been rigorous in making improvements to safeguarding systems and processes. As a result, safeguarding is effective. These improvements have included regular training for staff alongside the recording and analysis of reported safeguarding concerns. Your safeguarding team can highlight case studies that illustrate the actions they have taken in response to serious concerns about the safety of pupils. Staff are determined and tenacious in working with external agencies to ensure pupils and their families get the help they need.

You outlined the progress made in the school moving into a new multi-academy trust. This work is ongoing, but you are positive about the progress. Gradually the support from the Catch22 multi-academy trust has reduced but you continue to work with the executive principal. Currently, the local governing body are supporting the school. However, there is now less oversight from a board of trustees due to the changes in the multi-academy trust. Recently, you were pleased with the outcome of the recently commissioned safeguarding audit by the local authority. You continue to value to discussions with the local authority as you look forward to working with them to support more pupils with complex needs from Hampshire.

I am copying this letter to the chair of the local governing body, the interim chief executive officer of the Catch22 multi-academy trust, the Department for Education's regional director 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**