

# Inspection of Everest Community Academy

Oxford Way, Basingstoke, Hampshire RG24 9UP

---

Inspection dates:	1 and 2 April 2025
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Alison Reid. The school is part of Bourne Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Alex Russell, and overseen by a board of trustees, chaired by Andrew Field.

## **What is it like to attend this school?**

Pupils generally enjoy attending Everest Community Academy because of its strong sense of community. They appreciate that their teachers get to know them as individuals and create a warm and nurturing environment. Pupils feel safe in school and know that there are adults they can go to if they have a problem. Pupils recognise the significant improvements the school has made to behaviour. They typically say that bullying is uncommon and dealt with well when reported.

Pupils do not achieve as well as they should at this school. They recognise that the school's expectations of them have been raised substantially in the last year, but the education they receive is not always effective for all pupils. Some struggle to access the work in lessons, and this is not identified as quickly as it should be.

There is a wide range of opportunities for pupils to take on leadership opportunities and contribute to their school community. There is an emphasis on rewarding pupils for their efforts and achievements, for example as part of weekly assemblies. Many pupils enjoy taking part in extra-curricular opportunities such as sporting teams or clubs linked to the curriculum.

## **What does the school do well and what does it need to do better?**

The school has experienced a period of substantial disruption over the past few years. Several changes to leadership have coincided with other significant challenges, including the impact of the COVID-19 pandemic on pupils' learning. Published outcomes for the school are well below the national average and dipped significantly last year. With the support of the trust, the school has responded robustly to this sharp decline. This includes adding additional leadership support and capacity to the school. Governors and trustees are rightly confident in the school's current leadership, which has made a notable impact in a short period of time.

The school has put in place a suitably broad and ambitious curriculum. Within each subject area, it is clear what the school intends pupils to learn and in what order. This knowledge is arranged to enable pupils to build their understanding over time. However, the delivery of this curriculum in the classroom is not always effective. Sometimes pupils struggle to understand what is being taught and this is not identified during the lesson. For these pupils, gaps in their understanding persist and make future learning more difficult to access. While this is an issue for all pupils, it particularly affects those who are disadvantaged, including those with special educational needs and/or disabilities (SEND). The school identifies pupils who need additional help with reading and ensures that these pupils benefit from a programme of support, including phonics, to help them catch up.

New systems introduced by the school have helped to address a previous decline in standards of behaviour. Pupils now attend their lessons regularly and behaviour is typically calm. Although a small number of pupils are not fully engaged in learning, this continues to improve. The number of pupils who are suspended is reducing and sanctions are used proportionately.

Personal, social, health and economic education is valued by pupils. They learn about important issues such as mental health, addiction and online safety. The school promotes an understanding of fundamental British values and pupils develop their knowledge of concepts such as democracy and the rule of law. There is a well-considered programme of careers information, advice and guidance.

The school and the trust are right to be proud of the recent improvements to the school's culture and pupils' behaviour. They are restoring the trust of parents and carers, an increasing number of whom say they would recommend the school. Leaders, including governors, have an accurate and realistic understanding of the improvements still required. Staff benefit from a broad development offer, but the impact of this is not yet fully evident in the way that the curriculum is delivered. Staff feel well supported to manage their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes teachers do not check that pupils understand what they are being taught. This means that some pupils struggle with learning, but this is not identified during lessons. These pupils, some of whom have SEND, sometimes do not learn as well as they should. The school and trust must ensure that all teachers have the necessary expertise to identify when pupils need additional support or an adapted approach.
- The impact of the school's work to improve the quality of education is inconsistent. There is too much variability in how well the curriculum is delivered. The school and trust should check that their actions to improve the quality of education are having their intended impact and then make adjustments as necessary to improve their professional development offer.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	145125
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10379927
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	734
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Field
<b>CEO of the trust</b>	Alex Russell
<b>Headteacher</b>	Alison Reid
<b>Website</b>	<a href="http://www.everestcommunityacademy.org">www.everestcommunityacademy.org</a>
<b>Dates of previous inspection</b>	30 January 2024, under section 8 of the Education Act 2005

## Information about this school

- Since the school's last graded inspection, the school's headteacher has changed several times. The current headteacher was appointed substantively in June 2024.
- The school is part of Bourne Education Trust.
- The school currently uses nine alternative provisions, two of which are registered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with a range of senior staff including the headteacher, deputy headteacher and the deputy CEO of the trust. The lead inspector also met with the CEO of the trust and representatives of the governing body and board of trustees.
- Inspectors carried out deep dives in these subjects: English, mathematics, languages, physical education and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and visited a range of other lessons.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with a wide range of pupils and staff throughout the inspection. They considered survey responses from pupils, parents and staff.

### **Inspection team**

Chris Ellison, lead inspector	His Majesty's Inspector
Marieke Forster	Ofsted Inspector
Peter Fry	Ofsted Inspector
Jane Cartwright	Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025