

# SCHOOL IMPROVEMENT VISIT REPORT

**School: (2000) The Corsham Regis Primary Academy**

**LA: Wiltshire**

**Date: 25/05/2021, 08:30**

**Adviser: Steve Wigley**

**Focus: LA Evaluation**

**Reference:**

**Advisers: Bev Ball**

**Attendees:**

## Actions

---

**Who:** English Lead

**Timescale:** 25/06/2021

---

**Action**

Review where KS1 children record their word and sentence work so the learning sequence and application of taught knowledge and skills (and therefore progress) is more evident in books.

---

**Who:** HT

**Timescale:** 25/06/2021

---

**Action**

All stakeholders to revisit Curriculum Intent and understand how this links to the school vision and values.

---

**Who:** HT

**Timescale:** 25/06/2021

---

**Action**

Make the most of opportunities to model learning and expectations in lessons.

---

**Who:** SENCo

**Timescale:** 25/06/2021

---

**Action**

Update SEND case studies.

---

**Who:** HT

**Timescale:** 25/06/2021

---

**Action**

Consider attendance of SENCo at Pupil Progress meetings.

---

**Who:** CoG

**Timescale:** 25/06/2021

---

**Action**

Governors to develop and keep updated information for Ofsted - a summary of the curriculum offer especially how vision and values relate to Intent, a bullet pointed list of strengths and areas for development linked to SIP, evaluation and evidence of impact - so that any governor can talk to inspectors.

---

## SI Activity - Summarise activity/discussion

---

The following activities were undertaken:

- 5 x lesson visits looking at Writing
- 5 x lesson visits looking at Maths
- writing book look
- Maths book look
- 2 x pupil interviews (one group of YR-2, one of Y3-Y6)
- Discussion with Creative Arts Lead

- Discussion around the wider curriculum
- Discussion with Computing Lead
- Discussion with SENCo
- Discussion with 3 governors
- Discussion around progress on Ofsted key issues

## Writing

Where teaching is strong:

- Learning environments were calm and children had high levels of engagement.
- Teachers showed good subject knowledge and embedded the use of grammar into their teaching.
- Teachers knew the children well and this was reflected in targeted questioning and/or quiet prompts about things children needed to remember.
- Learning walls were used as an integral part of the lesson: they provided a reminder of prior learning needed for the lesson and were added to during the lesson. Children used the walls to support their independent work.
- Modelling was used confidently to support understanding of expectations and children involved in the process.
- Teaching was well sequenced to support steps in learning. This enabled all groups of learners to access the learning and make progress within the lesson.
- Strategies such as partner talk, were used to engage all children in the whole class session.
- Books provided clear evidence of how GPS work, relevant to a genre, was developed at word and sentence level before being applied to paragraphs and then extended writing. As a result, clear progress was seen between cold and hot writes.
- 'Learning stops' were used in a timely way to address misconceptions, correct common errors or to remind children of GPS features they should be using. As a result, children were able to improve their writing during the lesson.
- Success criteria provided a clear framework for writing and focused on the features of the genre.

Where teaching was not as strong:

- Opportunities for modelling were missed and as a result some children lacked clarity on what was expected.
- Learning steps were not sequential, so some children were confused about how to proceed and as a result did not make the progress they could have.
- Too many success criteria resulted in a lack of focus on the features of the genre.

## Maths

Where teaching is strong:

- Routines are well-established such as the use of talk partners.
- Children are questioned skilfully so that prior learning (from both within the current unit of work and previous units) is recalled.
- Adults have very positive, professional relationships with the children.
- Stem sentences are used and, as a result, children explain their thinking with clarity and detail.
- Learning Objectives for the lesson are clear - children understand what they are doing and why. Children understand process and expectations because these are made clear - this is consistent across KS1 and KS2.
- Children are challenged - more able children are set more challenging learning without having to work through less challenging activities.
- Teachers assess children both during and between lessons and modify their input accordingly. As a result, misconceptions are addressed and children receive an appropriate diet of learning based on need.
- Working walls reflect current learning and are frequently referred to by both adults and children.
- Additional adults work flexibly and move around the room supporting all learners.
- The needs of SEND learners are being catered for well with targeted and appropriate support.
- There is a high level of engagement from learners and behaviour is excellent.
- Good use is made of resources including accessible numberlines and use of Interactive Whiteboards.
- Misconceptions are addressed sensitively and used as learning points for the wider group or class.
- Mathematical vocabulary is introduced, explained and repeated so that children know how and when to use certain

words or phrases. Children are then expected to use mathematical vocabulary in their answers.

- There are high expectations for presentation in books and a good balance of worksheets and children recording for themselves.
- Praise is used well and appropriately so children have a meaningful sense of achievement.
- Teachers listen carefully to children and share their ideas (especially when children answer with an unexpected method) so that all children learn.
- Links are made with other curriculum areas (for instance, interpreting data on charts is a useful skill in Science).
- There was a consistency of approach and high expectation across the classes visited.

Where teaching was not as strong:

- teachers were doing the work for the children instead of giving children the time to answer and explain for themselves.

Maths books revealed:

- A consistent approach to presentation with high expectations.
- A sequential learning experience.
- A move away from the use of worksheets earlier in the year to a more balanced approach (worksheet:children recording for themselves ratio).
- A consistent approach to marking and feedback - there is evidence in books of children's responses to this both in lessons and at the start of the next lesson.
- All children being given opportunities to reason and problem solve.
- Teachers taking ownership of White Rose Maths and adapting it appropriately for their children.

### **Discussions with subject leaders**

- Leaders had a real passion for their subject, knew school practice well and had used outcomes from monitoring to improve provision.
- Leaders had led CPD to support teachers to improve sequential learning within a subject and to improve subject knowledge, e.g. computing.
- Leaders have ensured the curriculum is well resourced, removing barriers to curriculum delivery.
- The curriculum has been designed to meet the needs of the children at the school as well as the requirements of the national curriculum: it broadens experience and opportunity.
- Strong evidence was shared on how subjects support well-being of pupils and whole school projects (e.g. art and DT) have help to re-establish school expectations in terms of behaviour, team work and co-operation as well as meeting well-being needs post lockdown.
- Links with the secondary partner school, the community and local hubs strengthen provision.
- Leaders have identified clear next steps for continued development. This includes assessment against skills and knowledge progression.
- Specialist teachers add to the curriculum offer e.g. music, and their work is integrated into the whole school plan.

### **Wider Curriculum Offer**

- The wider curriculum offer is constantly evolving. The school is nearing the end of the 2 year cycle and Intent, Implementation and Impact will be reviewed imminently.
- Transition plans are in place for September based on the success of the post-lockdown return. This will incorporate a blend of academic and PSHE/LORIC activities as focusing on well-being has had a direct and positive impact on behaviour.
- Each topic is clearly mapped out and sequenced including the mapping and sequencing of "10 Questions" developed using Chris Quigley's progression process.
- Knowledge organisers have been developed which includes key vocabulary - this has also been sequenced across school.
- Class "Topic Talk Time" books are used to record aspects of previous topics that children have retained. This helps to identify gaps in knowledge and assess over time what has been retained in long term memory.
- Activities to build cultural capital (including visits and visitors and "Wow" events) have been mapped out across the

school so that all children will have a similar journey.

- PiXL is used to collate and analyse data which feeds into Pupil Progress meetings (3x per year). Widely important goals (WIGs) are set for children at the start of the school year. This caters for all children including those with SEND and the more able.

## **SEND**

- The SENCo has been in post since January.
- TA allocation is based on children's needs and matched to TA experience - this has been limited recently due to "bubbles".
- Interventions are focused on need and include speech and language programmes, Thrive sessions, additional phonics support, Nessy, Success @ Arithmetic, Lego therapy, Up and Under sports coaching (for fine and gross motor skill development) and so on.
- Fortnightly monitoring of IEP targets (and pre-IEP targets) is in place. Children's progress is reviewed and support is either stepped, continued, developed or escalated accordingly.
- The SENCo works closely with class teachers, TAs and parents and communication seems to be strong.
- Outside agencies are involved as needed.
- As a result of this well-organised approach, children's needs are identified and addressed quickly, staff are aware of individual targets and further support or interventions are put in place if needed.

## **Governors**

Governors are aware of the school's strengths and areas for development. There is a shared feeling that the school is moving in the right direction and that communication with parents is improving. Governors were particularly impressed with the sensitive and well-planned return from lockdown. The school had responded positively to parents' views on remote learning and put in place a revised and robust offer in January (21). The school feels well supported by the Secondary School (both schools are part of the same MAT). Governors are proud of the inclusive, warm and friendly ethos of the school.

Governors have been involved in discussions during the development of the wider curriculum offer although this has happened latterly. Governors are kept informed via the Head Teacher's report, input into meetings from Subject Leaders and monitoring visits to the school.

## **Pupil Interviews**

Children in FS2/KS1

- Felt safe at school and gave examples of fire alarm practice, fences, walls and safe doors
- They all understood the school's behaviour policy but were equally clear that children behaved well and there was no bullying. If there was an incident the adults sorted it very quickly
- They talked about how sound mats, number squares and cubes helped them with their learning: they are all on their desks.
- They enjoy art, painting, maths, writing
- None of the children spoken to said they had 'intervention' support, but all talked about how the teachers and teaching assistants helped them in class. They also talked about learning partners

Children in KS2

- children talked about enjoying a range of activities in school including PE, Maths, English, Art and languages.
- Children are able to talk about online safety, stranger danger and road safety. They also talk about "Learn for Life" lessons preparing them to stay safe and healthy in the future.
- Children understand bullying and can talk about anti-bullying messages ("Bullying is consistently hurting someone physically slash mentally").
- Children feel listened to and understood by adults. They know that if there is a problem it will be dealt with and they also understand that if they are involved in an argument, adults will be fair and listen to both sides before deciding upon appropriate action.

- Children can talk about the values of kindness and helpfulness, respecting each others' views and respecting property, being allowed to say what they think and believe but also understanding that other people's views and beliefs should also be respected. One child was able to talk about valuing diversity and felt that in school all children were accepted regardless of background.
- Children felt that the adults in school made them feel valued and are treated equally ("we are not all the same but it doesn't matter").
- It is clear that children in the school feel safe, secure, nurtured and loved in school.

### **Post-Ofsted Actions**

Progress has been made in each of the key issues. Actions include:

- The use of PiXL as a vehicle to collate and analyse performance data which supports pupil progress meeting agendas, identification of SEND and more able so that learning and support can be targeted and ensures children are on track to achieve national average outcomes (for instance, in 2019, 38% of Y6 pupils achieved ARE in RWM, 56% in 2020 and 58% in 2021 using in-school assessments).
- Involvement in the Boolean Maths Hub and subsequently the Mobius Maths Hub leading to an improved maths curriculum.
- Tracking the use of different genres in reading so that there is greater balance.
- Developing the wider curriculum so that there are more opportunities to write.
- Monitoring attendance, identifying issues and acting on them. (attendance Sept-Dec 2020 - 98%, currently 96.3%).
- Development and empowering of Subject Leaders to monitor their areas, lead in-school CPD and develop Action Plans linked to SIP.
- Focussing staff meetings on curriculum development and QFT.
- Focusing on well-being to improve behaviour - 93% of children feel behaviour is good or better, MDSAs report fewer incidents, there are fewer incidents of exclusions and recorded incidents on SIMS.

## **Recommendations for Improvement & Development**

---

Please see actions above.

## **Summary Evaluation**

---

Although the school was judged RI at the last inspection and as a result is classified as "vulnerable", good progress has been and is being made. Leaders have a clear vision regarding what needs to be done to further improve the school and this is clearly shared with and by the whole school team. Children are well-cared for and nurtured and their behaviour is a credit to the school. A lot of work has been undertaken to develop a curriculum that meets the needs of the children in the school. Robust processes are in place to identify SEND needs, improve attendance, assess understanding, identify gaps in learning and communicate with stakeholders especially parents.

## Strategic Priorities

---

School priorities arising from Ofsted 2018

- Improve progress and attainment of pupils by the end of KS2 so that more of them achieve, or exceed, ARE.
- Improve attendance, especially for disadvantaged pupils and pupils who have SEND
- Improve teaching so it is consistently good
- Improve leadership and management, including that of middle leaders PP Review

School Priorities 2020/21 (in addition to the above)

- Secure succession for the leadership of SEND / disadvantaged learners
- Develop skills and subject knowledge of TAs so they have a greater impact on pupil outcomes
- Reading, writing and maths attainment is at least in line with national
- Use speech and language screening to plan for additional needs of EYFS pupils
- Actively promote Corsham Regis in the community
- Ensure consistent behaviour management

## Ofsted Priorities

---

Ofsted 22/03/2018 (RI)

Improve the progress and attainment of pupils by the end of key stage 2, so that more of them achieve, or exceed, age-related expectations, by:

- ensuring that pupils achieve in line with their capabilities, across a broad range of subjects, regardless of background, ability or starting point
- improving attendance, so that pupils, especially disadvantaged pupils and pupils who have SEN and/or disabilities, are supported to make up lost ground in their learning

Improve teaching, so that it becomes consistently good, by:

- maintaining consistently high expectations of what pupils can achieve, and adapting tasks accordingly
- taking more opportunities to develop pupils' skills and knowledge to an appropriate level in topics and subjects outside English and mathematics lessons, particularly by encouraging writing at greater depth across the curriculum
- giving teachers further opportunities to develop their skills and confidence through professional development
- maintaining the highest standard of behaviour management so that the minority of pupils who do not have a consistently positive attitude towards learning get the most out of lessons.

Improve leadership and management by:

- ensuring that middle leaders' work on the curriculum ensures that pupils are challenged and supported to develop well the appropriate subject learning and skills required as they move up through KS2
- embedding and building on recent improvement strategies, particularly those intended to strengthen pupils' progress.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.