

# Inspection of The Corsham Regis Primary Academy

Kings Avenue, Corsham, Wiltshire SN13 0EG

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Inspection dates: 9 and 10 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Pupils enjoy their time at school. They make friends and learn happily together. They are proud to live up to the school expectations of LORIC: leadership, organisation, resilience, initiative and communication. This helps pupils develop into confident and successful learners.

Pupils behave well in class, around school and on the playground. In lessons, they try hard, concentrate and stick at tasks even when they find them difficult. Pupils show pride in their work. They enjoy debating. For example, pupils express their thoughts and ideas confidently when talking with adults. Pupils show good manners and respect for each other's opinions.

Staff care for pupils and keep them safe. Pupils know that adults in school will help them if they have any worries. Pupils say there is very little bullying but there are occasional squabbles. When these happen, they say that staff help them resolve their differences.

Pupils enjoy taking on responsibility. For example, they look after playground equipment and older pupils coach younger ones to develop their football skills. Pupils are proactive in supporting national and local charities. For example, they bake cakes to support the air ambulance.

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

Leaders have a clear and determined vision for every child to succeed. They have formed a cohesive and committed leadership team. Together, they have brought about many improvements across the school. As a result, the quality of education pupils receive is good, and they attend well.

Leaders have designed an effective curriculum. In each subject, leaders have identified what pupils need to learn, and in what order. This means that the curriculum builds sequentially over time. As a result, pupils study a broad curriculum, and most pupils learn well across a full range of subjects. Pupils work hard and show a genuine interest in knowing and remembering more across the curriculum.

Leaders promote a love of reading across the school. Pupils start to learn phonics as soon as they join Reception. Staff follow a clear and structured scheme to help pupils learn their letters and sounds. As a result, pupils at the early stages of reading learn to read well. Across the school, the teaching of reading allows pupils to talk in depth about books and authors. Most pupils gain a good understanding of what they read and become confident readers.

In mathematics, teachers have good subject knowledge and encourage and model the use of specific vocabulary. Teaching builds securely on what pupils have learned. As a result, pupils become proficient mathematicians and enjoy this. However, in

some other subjects, checks on what pupils know and understand are not as precise. Consequently, teaching in some other subjects does not build on what pupils know sufficiently well. This means that, at times, pupils' misconceptions are not picked up swiftly.

Leaders identify and assess pupils with special educational needs and/or disabilities (SEND) accurately. Leaders involve parents in forming individual plans to meet pupils' needs. As a result, pupils with SEND learn the curriculum well, working confidently alongside their peers.

Subject leaders are developing their roles well. A few subject leaders are implementing new teaching approaches in their subjects. This work is recent. Consequently, these new approaches have not yet had time to embed in every subject. As a result, some teaching does not ensure that pupils gain all the knowledge they could. For example, pupils produce impressive artwork across the school, but some pupils' knowledge of drawing techniques is less secure.

Pupils understand the terms 'stereotype' and 'prejudice'. They know that it is wrong to judge someone because of their gender, appearance or beliefs. They have a good understanding of what makes a healthy relationship. Pupils learn about other cultures and faiths. This helps them develop a sense of the world around them, preparing them well for life in modern Britain.

Governors know the schools' strengths and areas for development. Together with leaders from the sponsor school, they support and challenge staff well. They check the impact of leaders' work. Staff appreciate governors' and school leaders' efforts to support their well-being and work-life balance.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders carry out pre-employment checks on adults working in the school thoroughly. Staff know how to recognise signs of abuse or neglect. They know that it is everyone's responsibility to keep children safe. Staff work effectively with other professionals and agencies to minimise pupils' risk of harm.

Pupils know what to do and who to talk to if they, or their friends, experience any harassment or abuse.

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

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

- In some subjects, assessment is not used to identify pupils' misconceptions consistently well. This slows pupils' learning down. Leaders should ensure that

assessment is used consistently well so that teaching addresses any misconceptions and pupils gain all the knowledge they should in every subject.

- Recently, some subject leaders have implemented changes to the curriculum. Some approaches to teaching in these subjects are still relatively new, and staff are still getting to grips with them. Leaders should ensure that all staff develop the specific knowledge they need to implement the recently agreed approaches to implementing the curriculum in every subject.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139023
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10211730
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	159
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Bernard Morley
<b>Headteacher</b>	Abby Symons
<b>Website</b>	<a href="http://www.corshamregis.wilts.sch.uk/">www.corshamregis.wilts.sch.uk/</a>
<b>Date of previous inspection</b>	22 and 23 March 2018, under section 5 of the Education Act 2005

## Information about this school

- The headteacher has been appointed since the previous inspection.
- The school does not use any alternative education provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in English.

- Inspectors met the designated safeguarding lead, checked the single central record of adults working in school and looked at safeguarding records.
- Inspectors met the chair of governors and a representative of the academy sponsor. They also met the school improvement adviser.
- Inspectors observed pupils' behaviour in class, around school and at breaktimes.
- Inspectors gathered parents' views by considering responses to the online survey, Ofsted Parent View, and by talking to parents after school.
- Inspectors gathered a range of pupils' views by considering the pupil survey, talking with the academy council and through discussions with pupils.
- Inspectors held discussions with staff and considered responses to the online staff survey.

### **Inspection team**

Martin Greenwood, lead inspector	Ofsted Inspector
Spencer Allen	Ofsted Inspector

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