



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR THE CORSHAM REGIS PRIMARY ACADEMY

Name of School:	The Corsham Regis Primary Academy
Headteacher/Principal:	Abby Symons
Hub:	Wootton Bassett Hub
School phase:	Primary
MAT (if applicable):	The Corsham School Academy Group

Overall Peer Evaluation Estimate at this QA Review:	The school elected not to have estimates for this review
Date of this Review:	06/02/2023
Overall Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	09/02/2022

1. Context and character of the school

Corsham Regis Primary Academy is situated in rural Wiltshire and is part of The Corsham School Academy Group. The school has 143 children who are taught in 5 mixed year classes.

Many pupils walk to school and live locally. The largest proportion of pupils are White British but there has been an increase in the number of children from diverse backgrounds in the last year. Currently 50% of the school's cohort is classed as disadvantaged and 30% of pupils receive special educational needs support.

Corsham Regis Primary Academy has an evolving curriculum and leaders at all levels embrace change and are on a continuous journey of improvement. A broad and balanced curriculum is provided, with most subjects being blocked to fully immerse pupils in their learning. The important skills of Leadership, Organisation, Resilience, Initiative and Communication (LORIC) are woven into the school's curriculum and achievements in these areas are celebrated.

2.1 Leadership at all levels - What went well

- The school has a strong leadership team which continuously promotes a cohesive vision of providing a supportive and caring environment where all pupils can do their best. To support this aim leaders have established a positive ethos where all staff are encouraged to develop and have high aspirations for both themselves and others. The high level of professional dialogue observed during meetings with staff clearly demonstrates this positive learning climate and a determination to provide exceptional experiences for all pupils.
- Communication is a strength and results in staff, parents and pupils clearly understanding the vision that 'together everybody achieves more'. This was epitomised by a Year 6 pupil, who in a persuasive letter highlighted, 'Corsham Regis is just the right place for your child. We are a team together, where everybody achieves more!'. Pupils' understanding of how their school values support their learning was demonstrated by a Year 5 pupil's comment that 'we work together to edit our writing with our purple polishing pens. This improves the quality of our vocabulary.'
- The school's leadership increasingly work with colleagues from other local schools. A positive outcome from this work has seen the development of opportunities for subject leaders to work with colleagues from other settings to develop their skills and knowledge, particularly on improving pupils' fluency with number. Work with the local secondary setting has also provided support for developing the school's computing curriculum.

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- All staff have clearly defined roles and are given both the autonomy and support to lead areas. The provision of regular leadership time for subject coordinators ensures that regular monitoring of teaching and learning takes place. This enables continuing professional development (CPD) to be targeted to meet identified needs. The impact of these meetings was articulated by a senior leader who stated, 'our recent professional development focus on the use of interventions has given our staff the confidence to make small tweaks to their practice in order to further meet pupils' additional needs through their daily teaching.' The school's collaborative approach towards subject leadership has also provided opportunities for the regular moderation of the wider curriculum, which has developed a greater consistency towards expectations of pupils' achievement in these areas.
- Shared accountability is a feature of the school's continuing success. Staff regularly work with colleagues to monitor teaching and learning. This process has seen subject leaders being provided regular release time to complete monitoring and self-evaluation. Accountability procedures are supported by consistent performance management processes, which focus on key aspects of the school's development plan.
- The leadership team has worked closely with staff to develop a systematic approach to the teaching of oracy across the curriculum. A review of the school's approach to reading has ensured that pupils are now continuously exposed to a range of authors and text types. All staff have been retrained on the school's approach to phonics which has promoted consistent strategies to develop pupils' reading fluency and their acquisition of language. Regular reading sessions provide pupils with opportunities to acquire a breadth of reading skills, including inference and deduction. Leaders' robust strategies to develop reading continues to raise pupils' acquisition of knowledge, which is leading to improved outcomes across the curriculum.
- The well-being of staff is taken very seriously, and the impact of new initiatives and policies are routinely discussed by the school leadership. This has resulted in several practical measures, such as support with planning for the implementation of a mastery approach in mathematics, which has reduced staff workload. A school focus on the importance of mental health, combined with planned opportunities for leaders to check in with their staff, has further supported the positive relationships between all members of the school community.
- Leaders engage effectively with their wider community including, where relevant, parents and local services. Engagement opportunities are focused and purposeful, as demonstrated by well attended 'stay and play' sessions where parents have experienced the school's approach to teaching phonics.
- Governors have actively sought validation of the school's work, as demonstrated by their request for additional information on the impact of strategies being used to raise the number of pupils who achieved a good level of development in their

early years. They also make regular opportunities to monitor well-being across the school to ensure that everybody is supported to achieve success.

2.2 Leadership at all levels - Even better if...

...leaders continued to explore opportunities to showcase the 'golden threads' of the curriculum, such as diversity and personal development, to further promote the positive work of the school within the wider community.

3.1 Quality of provision and outcomes - What went well

- Staff at Corsham Regis pursue a shared vision to provide an ambitious and inspiring curriculum to prepare pupils for the next stage of their education and for future life. The impact of this vision is clear in well-presented books demonstrating coherently planned and well sequenced learning across a range of curriculum areas. To embed reading skills, all pupils have regular opportunities to explore high quality texts linked to their topics, which supports the acquisition of vocabulary across the wider curriculum. Positive attitudes in all lessons also demonstrate pupils' engagement in their learning, as do comments such as, 'I really enjoy my maths lessons. I recognise vocabulary, which I have learnt from lower down the school, which has improved my confidence and ability to learn'.
- Leaders have introduced a robust curriculum framework which supports staff to plan series of progressive lessons. This ensures that learning is well matched to the needs of specific cohorts and provides all staff with the information, vocabulary and challenges required to support teaching to provide a breadth of quality experiences. The Corsham Regis curriculum encourages pupils to be active citizens who can increasingly recognise the diversity of their wider community. The introduction of texts such as 'The Boy at the Back of the Class', which has promoted discussions on the rights of refugees, continues to develop pupils' understanding of diversity within the wider world. The positive impact of pupil's reflection on society was shown by a Reception pupil's comment that, 'old people who are not here anymore are usually important because they have helped many people before they died.'
- Teacher's strong subject knowledge, which is developed through well targeted professional development, allows them to provide precise feedback and challenging questions, to further accelerate progress. Pupils value the opportunities to reflect on their learning. For example, a Year 5 pupil stated, 'our teachers give us tips on how to improve our writing. If we are successful in achieving our next steps we can win character awards, such as a Raj Resilience sticker.' A group of Year 1 pupils showed the impact of teacher questioning by

stating, 'Isambard Brunel's' suspension bridge became famous after he died,' when challenged to consider any individuals who achieved posthumous fame.

- The Corsham Regis curriculum provides aspirational learning opportunities to prepare pupils for the next stages of their careers. A focus on the teaching of transferable skills and knowledge, as exemplified by older pupils' using their knowledge of the art of Kandinsky when discussing changes to the tempo, duration, and pitch of music. Regular opportunities for pupils to engage in exciting learning experiences, such as visiting the SS Great Britain, also demonstrates their ability to apply their prior knowledge and skills in a variety of contexts.
- Incentives to challenge poor attendance and to reward strong attendance provide evidence of the impact of the school's positive learning culture. Leaders oversee a wide range of activities to support pupil's personal needs and modifications are made to individual provision to ensure that all can succeed.
- Pupils' personal development is further strengthened through the school's effective PSHE scheme, which includes opportunities to explore a range of pertinent issues. PSHE sessions provide regular opportunities for collective reflection and act as a stimulus for discussion of a wide range of cultural, social, and curricular topics. Recent examples of this work have seen pupils discussing internet safety day, the importance of mental health and organising a sale of origami to raise funds for the school library.
- Teachers' focus on personal development has led to pupils having a strong sense of pride in their school. As a Year 4 pupil stated, 'I am proud of our Topic Talk Time lessons which help us to remember our learning'. A Year 6 pupil supported this positive view when discussing opportunities to represent Corsham Regis within the wider community, 'everybody gets the chance to shine in our school. For example, I have recently represented Corsham Regis in a netball tournament.'

3.2 Quality of provision and outcomes - Even better if...

... staff built on the strengths of their teaching of diversity, ensuring that pupils continue to be exposed to a breadth of positive role models from other cultures.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The school leadership team articulates a clear vision that 'all pupils, regardless of their backgrounds and ability should have the opportunities to explore the world in ways that suit their individual needs and develop attitudes and values that will prepare them for life in our varied society'. This encourages all staff, parents, and pupils to work closely together to ensure that those with additional needs are

consistently provided with high quality learning opportunities. There is a clear expectation in the school that all pupils can deepen their learning through the strong relationships that are developed through the planned use of smaller intervention groups.

- Teachers are aware of the importance of their role in addressing learning gaps for vulnerable pupils. They are supported by the enthusiastic SENDCo who ensures that they have the resources to identify pupils' specific learning barriers and identify key objectives to address these. Teachers receive regular monitoring during pupil progress meetings, which provides immediate feedback and clear next steps. Recent CPD needs identified by this monitoring has allowed all staff to become more confident at making subtle changes to their daily provision, such as refining seating positions, to fully engage pupils with additional needs.
- Effective SEN provision is provided through a wide range of resources, including the use of the nurture room, to support vulnerable learners. This provision equips pupils with the skills needed to achieve the most in life and to thrive academically, socially, and emotionally. The success of this provision is evidenced by pupils whose writing includes high quality sentences such as, 'walking through the gloomy back streets of Paris the two children showed the stealth of a cheetah.'
- The individual needs of disadvantaged pupils are known, and support is put into in place for all staff to identify and share barriers to learning. High quality teaching and learning, which focuses on the development of reading skills, is a clear focus for the school. The prioritisation of vocabulary acquisition sees these pupils consistently achieving the best possible outcomes from their starting points.
- The school's effective range of partnerships with external providers ensure that pupils with additional needs have a smooth and purposeful transition into the next stage of their learning. A particularly positive example has seen staff accompany Year 6 pupils during their enhanced transition visits to secondary schools.
- Teachers have maintained a positive relationship with parents by developing their understanding of the support their children receive at school. Staff's willingness to go above and beyond to ensure that all are included is appreciated by all, as evidenced by this quote from a parent, 'Amazing school – I think every child deserves a wonderful school like Corsham Regis'

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders continued to explore opportunities to work with external providers to further enhance transition for vulnerable learners.