



## QUALITY ASSURANCE REVIEW

CORSHAM REGIS PRIMARY  
ACADEMY

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

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	29/01/2024
<b>Overall Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	06/02/23
<b>Grade at last Ofsted inspection:</b>	10/02/2022
<b>Date of last Ofsted inspection:</b>	Good



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### Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

**Leadership at all levels**                      Effective

**Quality of provision and outcomes**      Effective

**AND**

**Quality of provision and  
outcomes for disadvantaged  
pupils and pupils with additional  
needs**

**Area of excellence**                      N/A

**Previously accredited valid areas  
of excellence**                      N/A

**Overall peer evaluation estimate**      Effective

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.  
The QA Review uses a different framework to Ofsted and the review is  
developmental not judgmental***

## 1. Context and character of the school

Corsham Regis Primary Academy is situated in rural Wiltshire. Along with its nearby secondary school, it is half of the Corsham School Academy. The school has capacity for one form entry but currently has five classes due to the limited number of primary aged pupils locally. This is fewer pupils than most schools in England. Year 6 pupils are taught in a single class. Other classes have pupils from across two adjacent year groups.

Many pupils live locally and walk to school. Most pupils are of White British descent. The proportion of pupils from minority ethnic groups is growing but is much lower than the national average. At almost half, the proportion of disadvantaged pupils is much higher than the national average. The proportion of pupils who have special educational needs and/or disabilities is well above the national average but the proportion who have Education, Health and Care plans (EHCPs) is currently much lower than this average.

The school prioritises well-being and enriched, diverse experiences. Leadership, Organisation Resilience, Initiative and Communication (LORIC) are woven throughout the school's curriculum.

### 2.1 Leadership at all levels - What went well

- Leaders are concerted and effective in implementing their vision to provide effectively for all pupils and drive continuous school improvement. They have addressed all areas for development raised at the last Challenge Partner's review well. They have increased links with secondary schools to ease smooth transition for all as well as opportunities for pupils to learn about diversity and share this work through their books, discussion and display.
- There is strong commitment to the enrichment and well-being of all pupils, especially those who are disadvantaged. Leaders are very supportive and positive, to all. An ethos of encouragement and praise pervades the school.
- Leadership across the school is increasingly devolved. Middle leaders have a growing impact on teachers' subject knowledge and pupils' achievement. For example, after visiting other schools and linking closely with her secondary counterpart, the computing leader has led practical training sessions on coding which have raised teachers' pedagogy, confidence and skill.
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- The staff team are extremely cohesive and supportive sharing triumphs, challenges and fun. Staff retention is strong. Staff well-being has a high priority and initiatives to support mental health and implemented for example some staff enjoy doing jigsaws together in the staffroom.
- The climate for learning throughout the school is very positive. Pupils are highly motivated, proud of their work and have said 'Our spacious classrooms really are a calm and productive environment for learning'.
- Strong links with the local community enhance pupils' experience and learning. A very fruitful example of this are links with the retired members of an initiative called 'Brunel shed' who have led assemblies and made resources including xylophones and a series of cams and pulleys for pupils. The school also has partnerships with Bath Rugby and, when attending a match, pupils proudly paraded the school banner around the pitch.
- A wide range of extra curricular clubs, including STEM club, choir, art, cooking and construction are very popular. These greatly enrich the curriculum, extend pupils' experiences and spiritual, moral, social and cultural development.
- Photographs in the school's 'Corsham Regis magic moments' books show just how much pupils' enjoy and engage with their learning and experiences throughout the school. These promote personal development and pupils' characters extremely well. For example, deep concentration and resilience is evident as pupils learn wind instruments and the ukulele.
- There are close, effective links with parents and families which have helped pupil well-being, attendance and learning. Almost all parents who responded to the school's survey in October 2023 were very positive including appreciative comments such as 'my child has blossomed and grown in this school'.
- Visitors including the police, air ambulance, Bath Rugby coaches and players, eminent musicians with local links and pantomime actors extend pupils' experiences and present possible career paths for them to follow.

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

- ... All subject leaders made an even more discernible and deeper impact on their subject and outcomes over time for all groups of pupils.
- ... leaders revisited and reviewed the use of talk partners to ensure that practice is implemented effectively across the school.

### 3.1 Quality of provision and outcomes - What went well

- The curriculum has developed over recent years. It is now accessible, ambitious and coherent helping pupils' learning and personal development. Teachers introduce lessons by recapping previous learning and quickly adapt lessons if any gaps are identified.
- Outcomes across the school are on an increasingly positive trajectory due to an increasingly effective curriculum, teaching and targeted support. 2022 was a particularly positive year with all measures above the national average. In 2023 most standards were also above the national average.
- Pupils take great pride in their work in all subjects. Their work is neat, well-presented and high quality. Progress is easy to see because books are so well-ordered and attractive. All pupil work-books show the development of knowledge and skills, for example, in observational drawings of animals and birds in sketch books.
- Foundation subjects are effectively organised in two-year cycles to ensure coherence and sequential learning especially for pupils who spend two years in the mixed-age-classes. LORIC; leadership organisation resilience, initiative, and communication is woven through the curriculum further enhancing pupils' motivation and engagement.
- Reading and phonics have a high priority each day. These are taught well. Pupils have good opportunities to develop and apply their learning. The staff team have recently relocated the library, imaginatively revamped themed reading areas within classrooms and purchased additional books to ensure these are interesting and relevant for all groups.
- Work given to pupils is suitable and well-matched helping most progress well. This aids concentration, motivation and progress. For example, pupils engaged in animated discussion and recording in a science topic recall of what would happen if their fingers were magnetic.
- Weekly 'Topic Talk Time', in which pupils review, talk about and discuss what they have learned in the previous week, serves as a very effective mechanism for pupils to recall and articulate what they have learned. For example, Year 1 and 2 pupils used the word 'transparent' without prompting in a discussion about science.

- Teachers keep up to date with pedagogy and subject knowledge through training, discussions and networks with other schools. These serve as a foundation for effective teaching and learning. Improvements in phonics teaching have been secured through precise targeted training from the hub and the school Early Years leader.
- Teachers speak, listen, read and write accurately, providing good role-models for pupils. They use print in writing for pupils and on working walls as pupils have said they find this easier to read and use. They introduce new 'specialist' vocabulary carefully reducing gaps between pupils' starting points and providing a secure foundation to new learning. For example, 'primary', 'secondary' and 'tertiary' colours in art.
- All staff have high expectations for pupils' behaviour and learning. The school is very calm and settled, pupils respond eagerly and apply themselves well. All pupils in a whole school assembly carefully looked at images on the interactive white board and all attempted three different sketches in one sitting.
- Teaching resources, including displays and 'working walls', are imaginative and good quality. These encapsulate and reinforce pupils learning, for example, instructions and time connectives for body beats in music.
- Older pupils speak enthusiastically and respectfully about inclusion and diversity of culture, gender and ability. This helps self-esteem, relationships between pupils in the school and preparation for life in modern Britain. In discussion they spoke about the different countries people had come from, various disabilities and the mix of genders on the school sports teams. This adds to the strong sense of belonging which all experience.
- Effective transition arrangements for pupils starting at the school, moving between classes and Year 6 pupils moving on to secondary school allow time for pupils to visit new classes, reflect and discuss their experiences. Pupils in Year 5 visit all the local secondary schools and those in Year 6 spend at least two days at their school of choice.

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

- ... diversity was even more evident, intentional and explicit throughout the curriculum and whole school.
- ... expectations for learning were adapted even more appropriately to meet and accelerate the progress of all pupils.

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

- Provision for disadvantaged pupils are led and managed well providing effective support for these pupils. The headteacher leads provision for disadvantaged pupils and keeps their needs in mind in all the school does. The SENDco who is new to the substantive role is already identifying needs and provision carefully and strategically.
- Disadvantaged pupils are integrated and supported well. Consequently, outcomes are very positive and often above others in the school. In 2023 the proportion of disadvantaged pupils who reached expected standards in all measures in Early Years and Key Stage 1 were above others in the school and above the national average and the proportion of disadvantaged pupils who reached expected levels in reading, writing and mathematics combined at Key Stage 2 was higher than others in the school.
- The attendance of pupils with disadvantage and those with significant SEND has risen and is above the national average for counterparts in other schools. Persistent absence has almost halved. Staff support attendance well through robust systems including discussions with parents, nurturing pupils and occasionally collecting them from home.
- Disadvantaged pupils benefit from the same broad, relevant curriculum as all other pupils in the school. This helps their learning, personal development and well-being. Some, who may have more limited previous experiences than others, may benefit even more from enrichment such as visits out and overnight residential.
- Staff who are trained in 'Thrive' and 'ELSA' support disadvantaged pupils well. These pupils behave as well as others and are as engaged and settled in class. Differences of disadvantage are not at all evident in any class.
- A range of effective teaching assistants skilfully support pupils with SEND within Quality First teaching with their class. Seamless partnerships between

staff successfully maintain the learning of all, even when a few pupils with SEND are unsettled. Pupils who need to, are able to withdraw to the 'Thrive' room if they need to self-regulate before returning to learning.

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

... leaders build on existing work with families to reduce persistent absence of disadvantaged pupils even further to close gaps with national bench marks.