



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR CORSHAM REGIS PRIMARY ACADEMY

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

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leaders opted not to consider estimates during this review.
<b>Date of this Review:</b>	24/03/2025
<b>Overall Estimate at last QA Review:</b>	Effective
<b>Date of last QA Review:</b>	29/01/2024
<b>Grade at last Ofsted inspection:</b>	10/02/2022
<b>Date of last Ofsted inspection:</b>	Good

**Quality Assurance Review**

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

**Leadership at all levels** Not applicable (N/A)

**Quality of provision and outcomes** N/A

**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** N/A

**Important information**

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:
- *Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.*

## **1. Context and character of the school**

Corsham Regis Primary Academy is situated in rural Wiltshire. Along with its nearby secondary school, it is one 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. Classes have pupils from across two adjacent year groups except for the Reception class.

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 (SEND) is well above the national average but the proportion who have education, health and care plans (EHCPs) is currently much lower than average.

At the time of the review, the deputy headteacher was absent due to illness. Her responsibilities were mainly taken on by the Key Stage 2 leader, who is a member of the senior leadership team. English and the foundation subjects are led by class teachers.

The school's core values are leadership, organisation, resilience, initiative, and communication (LORIC).

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

- The headteacher's buoyant, energetic and innovative approach sets the tone for the whole school. She is held in high regard by staff, pupils and parents. One parent commented, 'Lovely school, lovely teachers', another remarked, 'Great school all round!'
- Staff appreciate the headteacher's unswerving commitment to ensuring pupils' holistic development and her contagious enthusiasm in supporting them in realising this ambition. She is ably supported by the Key Stage 2 leader who is equally passionate and has stepped up admirably in the absence of the deputy headteacher.

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- The school's values are promoted at every turn, not least through imaginative displays. In the atrium (a common room for the older pupils), a display entitled 'Love has no Labels' celebrates the achievements of Tom Daly, Nicola Adams and Sir Ian McKellen. Class names reflect local personalities, who exemplified values such as initiative, including Henry Fox-Talbot and Chales Dickens. Pupils in the Milward class learn about the achievements of Stephanie Milward, the Paralympian, who teaches swimming locally. Nick Mason of Pink Floyd came into school to talk to the Mason class about his career in music.
- Pupils enjoy coming to school and recognise the support from adults which motivates them. The 'golden rules' help them feel safe. One Year 2 boy shared how pupils can use 'worry monsters' to cuddle and exchange notes with their teachers. Other pupils described how extra support is given when they feel anxious or worried, such as 'time to talk' for older pupils or extra 'Up and Under' support for those who need a more physical approach.
- Year 6 pupils respond eagerly to the challenge of becoming one of the 'super six', which rewards consistency in such qualities as being a good role model.
- In the absence of the deputy headteacher, staff have rallied round and willingly taken on additional responsibilities. The temporary English Lead, for example, works closely with the headteacher and takes advantage of support by the Ramsbury Hub and the local schools' writing cluster. The Key Stage 2 Leader has taken on additional roles, including managing midday supervisors and deputising for the headteacher when necessary.
- Leaders ensure that full advantage is taken of teachers sharing classes. Extra staff enables subject leadership roles to be more easily distributed. Handovers between staff are well organised and help maintain consistency and support for pupils. Staff who share classes feel supported because they have someone to work with.
- Pupils have many opportunities to play leadership roles, such as subject and wellbeing ambassadors. Year 5 and 6 pupils shared how they run the 'singing tots' club and described how they had raised charity funds and bought equipment for the school as school council members. Eco council leaders, voted for by their classes, described activities they undertake to help the school and the natural environment, such as litter picking or bird watching events.

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

... leaders refined school improvement plans and subject action plans to include clearer, quantifiable goals.

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

- As children start school, their social, communication and number skills are typically low. They progress well in Reception and Year 1, particularly in phonics. By Year 6, outcomes are usually broadly in line with national average in reading and writing. Last year, attainment in writing was above local and national averages.
- The sensitive and meticulous approach to class arrangements year on year results in pupils being placed appropriately in the mixed aged classes and parents trusting the system. Staff work together to produce knowledge organisers that show progression through subjects. Assessment progression grids are based on milestones, which teachers use as a guide for what needs to be taught and when.
- Pupils enjoy a broad curriculum. All pupils in Years 4 and 5 learn to play a wind instrument, taught by members of Corsham Wind Band. Year 3 pupils learn the violin, Year 2 the recorder, and Year 1 percussion. They sing with gusto during assemblies and relish opportunities to perform in concerts and productions, including the popular candlelit carol concert. The wealth of enrichment activities includes sports, art, construction, computing, a wellbeing club, and a choir run by older pupils.
- Staff are knowledgeable and well trained in phonics, which results in pupils being engaged and progressing well. Pupils respond to the silent cues that reduce teacher talk and sustains a brisk pace. Weekly assessments ensure pupils move groups as soon as they are ready. Pupils' secure phonics skills contribute to their accelerating progress in reading and writing.
- Teachers consistently sequence learning to capture pupils' interest and use questioning skilfully to deepen their knowledge and understanding. Children in Reception were absolutely engrossed from the outset because the teacher presented the lesson as a game. As children used the 'magic maths mat' to find and order numbers, the teacher created an enchanting atmosphere by saying, 'Don't let anyone have a sneaky peek at your number', resulting in all children wanting to be involved.
- In the Year 2/3 class, pupils' interest was sparked immediately as they opened an envelope containing photographs of Corsham. All pupils were engaged and drew on their experiences as they prepared for a visit to the village. One eagerly said, 'My Grandad took me to the post office', and another exclaimed, 'My nan lives near there!'
- Teachers use a range of strategies to sustain pupils' engagement. During a reading lesson in the Year 5/6 class, strategies including pose/pounce, no hands up, and turn and talk were used to good effect. Pupils were constantly engaged, working on a challenge or thinking about a question, and every pupil was keen to contribute. The impact of these approaches was clear from the quality of the discussions and pupils' written responses.

- Pupils appreciate how they are supported in their learning to enable them to achieve their best. They understand how well they are doing, and explained how 'keeping up' sessions, feedback given at the end of each lesson, and recapping at the start of the next lesson, helps them focus on their next steps.
- In discussing their favourite areas of learning, pupils showed good recall of skills, knowledge and understanding across subjects. A pupil in Year 2, for example, described the background of the artist Yayoi Kusama, and shared how this had influenced her style.

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

- ... leaders sustained the drive to raise pupils' achievement in mathematics so that it more closely matches that in English.
- ... teachers routinely provided activities that challenge pupils to reach a greater depth in reading, writing, and mathematics.

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

- The SENCO provides strong leadership and support which benefits pupils, parents, and staff alike. Working collaboratively with staff, she quickly gains an understanding of pupils' needs when they join the school and is proactive in responding to them. Close monitoring of EHCP targets with a range of external agencies ensures that the provision is reviewed and refined to enable pupils to achieve well.
- Among the strategies proving successful in supporting pupils with additional needs, is a nurture group for children in Reception and Year 1. The carefully designed room is used very effectively to help pupils control their emotions.
- The writing of individual learning plans (ILP) has been refined, including the development of a 'target bank'. This has led to greater efficiency in setting targets and effective grouping of pupils of different ages with the same targets.
- Teachers are increasingly confident in providing support for pupils with additional needs during day-to-day lessons. Teachers give explanations in different ways which supports pupils of all abilities and means that they are engaged and involved throughout lessons. The work is pitched at an appropriate level for all pupils including those who are working at a much lower level than their classmates.
- Teaching assistants (TAs) provide valuable, bespoke support that promotes achievement. In classrooms they enhance quality first teaching. Teachers and TAs talk through plans prior to lessons, deciding which pupils will need help and how this will be provided. In all lessons, TAs are proactive in following up immediately and supporting pupils as their immediate needs emerge.

- Staff are aware of pupils' family circumstances and respond sensitively and discreetly. No pupil misses out on educational trips, and all have free access to enrichment activities. Disadvantaged pupils generally perform at least as well as other pupils in the school.

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

... leaders explored how engagement with the Wiltshire PINS (Partnership for Inclusion in Neurodiversity) project and the local family support group could further strengthen partnership with parents.

#### **5. Area of Excellence**

N/A

#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)



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Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)