

REVIEW REPORT FOR
CORSHAM REGIS PRIMARY
ACADEMY

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

Overall Peer Evaluation Estimate at this QA Review:	Leaders opted not to consider estimates for this review
Date of this Review:	19/01/2025
Overall Estimate at last QA Review:	Leaders opted not to consider estimates during that review
Date of last QA Review:	24/03/2025
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	10/02/2022

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/or pupils with additional needs N/A

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.

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1. Context and character of the school

Corsham Regis Primary Academy is a smaller than average primary school, with 119 pupils. It has capacity for 210 pupils but is undersubscribed due to local demographics. Situated in the Wiltshire market town of Corsham, it serves a localised pocket of relative deprivation. Half of the pupil population are disadvantaged and are supported by pupil premium (PP) funding. The proportion of pupils with special educational needs and/or disabilities (SEND) is above average, but the proportion with education, health and care plans (EHCPs) is currently below average. Classes are mixed age. Many pupils live locally and walk to school. While the majority of pupils are of White British descent, there are 12 different 'first' languages represented in the school.

The school is one half of a small multi-academy trust (MAT) with the local secondary school. Its mission statement is that "together everyone achieves more." The school aims to instil the key skills of leadership, organisation, resilience, initiative and communication (LORIC) to support the pupils to achieve. Leaders are clearly community focussed and place a high value on parental and community engagement. The headteacher has been in post since 2020 and, previously, was on the leadership team.

2.1 Leadership at all levels - What went well

- School leaders form a cohesive team, united by common values and principles. They demonstrate a genuine commitment to the education and wellbeing of pupils. Senior and middle leaders share a common language when talking about curriculum, inclusion and engagement.
- Subject leaders confidently share strong subject knowledge when talking about the curriculum, sequencing and progression. They are reflective and continuously looking for ways to improve the curriculum and its delivery. They listen to pupil voice, including suggestions about improving the curriculum. This includes learning about the local area, more investigations and visitors to support science, technology, engineering and mathematics (STEM).
- Strategically designed, high quality displays are consistently used to enhance learning. This creates a positive climate for learning throughout the school. All classrooms have working walls for core subjects and topics, which include learning from 'Last Lesson', 'Last Week', 'Last Few Topics' and 'Gaps'. Corridors and social spaces include displays to remind pupils of past successes, develop the school's values and promote equality and diversity.
- Leaders are meticulous in their approach to managing the school so that it remains a calm and purposeful environment. For example, consideration is made to unstructured times that could encourage dysregulation, with activities planned to mitigate this. A mobile library (trolley with appropriate books) is

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available in the dining hall, for pupils who finish lunch early. It provides purposeful reading for enjoyment and shared reading.

- Leaders ensure that teacher subject knowledge is developed across the curriculum. Meetings after each topic or block of work discuss implementation, progression, sequencing, positives and areas for development. This is combined with a rigorous approach to monitoring implementation. Subject leaders visit classrooms fortnightly, to observe the teaching and check for development needs. They attend networks and use subject specialists from the secondary school to check their own subject knowledge.
- The personal development curriculum is highly effective. Many pupils have lower than expected social skills on entry. By the end of Key Stage 1, pupils model the values of the school and demonstrate good citizenship. Even the youngest pupils greet visitors politely and hold doors for them. They communicate with adults appropriately and confidently. In a singing assembly pupils participated enthusiastically, being led by two of their peers from Year 2 and Year 3.
- Leaders promote teacher wellbeing and reduce workload without compromising attention to pupil outcomes. This has led to a significant reduction in staff turnover while improving results at Key Stage 1 and Key Stage 2. The approach to marking was led by pupil voice to ensure that a dramatic reduction in comments in books could result in an increase in useful feedback to pupils.

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

- ... subject leaders reviewed schemes of work (SoW) to ensure that, for all topics, common misconceptions were explicitly stated, with strategies to avoid introducing, identifying and then correcting them.

3.1 Quality of provision and outcomes - What went well

- Leaders have developed an ambitious curriculum based on the National Curriculum, while focusing on local issues and the context of the pupil cohort. This gives greater relevance to the offer and therefore increases engagement. For example, there are visits to Stonehenge and Bath Roman baths, as part of the history curriculum, and Capability Brown's influence on local landscapes for geography.
- Curriculum planning is a collaborative exercise. Subject leaders involve all teachers in the development of their areas. This leads to greater consistency of implementation and develops teachers' subject and pedagogical knowledge. For example, knowledge organisers are designed by the whole staff, together with the subject leaders, and focus on the progression of

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vocabulary. These are shared on displays, and pupils talk about them articulately when prompted.

- Teachers demonstrate strong subject and subject pedagogical knowledge. They make cross curricular links to deepen understanding of the work covered and enable pupils to apply knowledge across subjects. In a Year 2/3 art lesson the teacher used precise language and description regarding features of Art Deco, using Claris Cliff as an example. Links with the mathematics curriculum enabled pupils to describe the geometric patterns accurately in their annotations of art or architecture.
- Questioning is targeted skilfully to adapt the learning for the pupils within the class. This means that all pupils are engaged and involved in whole class discussions. For example, teachers scaffolded questions for pupils with SEND or disadvantage by asking them to develop the answers from higher prior attaining pupils.
- The school's 'Making it Last' strategy is used effectively to recap on prior learning and close any identified gaps. Pupils practise previously taught skills and share their learning. A Year 6 pupil explained how he completed a long division question to the class, enhancing his mastery of this skill.
- Teachers set high expectations for the use of technical vocabulary. As a result, pupils can explain their learning using appropriate, precise language. In a Year 2/3 writing lesson, there was a clear example of the spelling, punctuation and grammar (SPAG) expectations on the board for all children to see and make use of.
- The vast majority of pupils demonstrate positive attitudes to learning in lessons and engage with the learning activities. This promotes positive outcomes. For example, in the Reception/ Year 1 class, pupils were using "special friends" 'qu' and 'ck' to read words including one or both digraphs. They learned their phonic sounds and blended them to form words.
- Most pupils make good progress from low starting points, in both Key Stage 1 and Key Stage 2. In the 2025 phonics screening check, all pupils achieved the required standard by the end of Year 2, and the Year 6 cohort was in line with national averages for reading. Progress in mathematics and writing were in line with or above national averages in that year.
- In addition to academic outcomes, the school equips pupils with the skills and attitudes to succeed at secondary school. A range of leadership opportunities are available, including subject ambassadorship, wellbeing ambassadors, Change Makers and Youth Council (who go out to the town hall). Sports club leaders and leaders of the choir, play helpers and librarians as well as information technology (IT) technician support provide additional opportunities.

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

... all teachers consistently used probing questions to develop reasoning and check for misconceptions, ensuring that any gaps identified are addressed.

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

- The relatively recently appointed leader of SEND is ensuring that pupils who are entitled to additional support are receiving the appropriate interventions. From having only two pupils with EHCPs in 2025, the school has six in process currently this year.
- The school ensures that transition activities are available to enable pupils with social and emotional health needs to be settled and ready for inclusion in the learning activities. This promotes engagement and prevents distraction to others. In a Year 1/2 phonics session, one pupil was provided with a puzzle and another a sensory keyboard so that they could self-regulate and be ready to join the learning activity.
- The inclusive culture of the school ensures that pupils with additional needs are supported by both the staff and other pupils. In a Year 4/5 personal, social and health education lesson, a pupil with an EHCP for speech and language difficulty participated with confidence. The nature of session and support of other pupils provided an environment where all pupils felt safe to express themselves.
- Inclusive practice through strong engagement with parents is a key focus of the school. Disadvantaged pupils achieve outcomes in line with their peers or exceed them. Parent and pupil surveys show extremely high levels of support for the school in all areas.

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

... none identified.

5. Area of Excellence

The school did not submit an area of excellence for this review.

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 partnership of schools and trusts 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 partnership of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

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>)