

The Corsham Regis Primary Academy

Address: Kings Avenue, Corsham Regis Primary Academy, Kings Avenue, Corsham, SN13 0EG

Unique reference number (URN): 139023

Inspection report: 14 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. They typically take effective action to address any weaknesses that exist. Examples include providing staff with professional learning opportunities which have improved the teaching of writing and mathematics.

The curriculum is designed and sequenced well to meet the needs of mixed-age classes. It defines the necessary knowledge, understanding and skills that pupils need to learn and by when, from the early years to Year 6.

Leaders prioritise teaching pupils the important basic skills in early English and mathematics. For example, teachers deliver the school's phonics programme effectively. They present new sounds clearly. This ensures that pupils develop a secure understanding of the sounds that letters make.

Teachers generally deliver the curriculum effectively. They present and model new ideas well. For example, in English, they support pupils to find and explain features of a text which make it more appealing, such as the use of rhetorical questions to make the reader think. Staff consider the needs of pupils with special educational needs and/or disabilities, adapting lessons well. While most teachers use their subject knowledge to design learning activities which develop pupils' understanding, some do not focus sharply enough on the intended knowledge. It is not always clear what teachers expect pupils to learn. This hampers the progress that some pupils make across the curriculum.

Early years

Expected standard 

Leaders have a clear vision for what children can achieve in the early years. They have designed a curriculum which is suitably adapted to meet the school's class structure and which makes clear the knowledge, understanding and skills that children need to learn.

Staff take time to get to know the children as individuals. Effective partnerships with parents and carers further support this. Relationships between staff and children are warm and positive. This helps children to settle quickly and feel safe.

Leaders ensure that staff deliver the early years curriculum effectively. Staff have a secure understanding of children's starting points. They use the information from the ongoing checks they make to identify any barriers to children's learning that may exist. Learning activities are used to close gaps, particularly in children's fine motor and language skills. High-quality adult interactions enable children to use words such as 'height' and 'structure' when designing space stations. Children benefit from the effective phonics teaching they receive. They apply their phonic knowledge to read words like 'blazing rocket' and 'glittery space dust' with increasing confidence.

Children show increasing levels of independence and curiosity. They respond well to the clear routines that are in place. Consequently, over time, children are well prepared for Year 1.

Inclusion

Expected standard 

Leaders have established an inclusive culture across the school. They identify pupils' needs promptly and accurately. This includes pupils with special educational needs and/or disabilities (SEND), the high proportion of those who are disadvantaged, pupils known or previously known to social care and those who are looked after.

Leaders make effective use of their close working relationships with parents and carers and external agencies, such as the local education psychology service and the virtual school, to provide the right support for pupils. Targets on pupils' individual learning plans are precise and regularly reviewed. Staff benefit from the professional learning they receive, which enables them to support pupils who struggle to manage their emotions. Carefully chosen adaptations to learning ensure that pupils with SEND access the same curriculum as their peers.

Leaders make effective use of additional funding to support disadvantaged pupils. The school's strategy is well thought out and routinely evaluated. Any gaps in learning or barriers to wellbeing that disadvantaged pupils face close quickly because of this.

Where the school requires further support to meet pupils' needs, leaders select the most appropriate alternative provision. They maintain a close oversight of the progress that pupils make, including their attendance and safety.

Leadership and governance

Expected standard 

School leaders act as positive role models to staff. Decisions are always made in pupils' best interests. This is particularly the case for the high numbers of disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those known to social care, who attend the school.

Leaders have an accurate understanding of what the school does well. They welcome external challenge. Leaders work well with the local authority and other external professionals to identify and address any deficits in the school's improvement journey. The quality of work in pupils' books reflects the impact of leaders' actions to raise standards.

Leaders provide staff with the professional learning opportunities they need to develop their subject-specific expertise and confidence. They benefit from their visits to other schools which hones their leadership skills.

Local governors and trustees know the school and the community it serves well. They fulfil their statutory duties effectively, including those for safeguarding. Those responsible for governance provide an equal balance of support and challenge to hold leaders to account for their actions.

Staff are proud to work at the school. They value the positive working atmosphere that exists and the way in which staff work closely as a team. Staff appreciate leaders' focus on their wellbeing and consideration of their workload.

Parents and carers talk positively about many aspects of the school's work. They comment upon the quality of support for pupils with SEND, caring and approachable staff and the rich variety of opportunities available to pupils.

Personal development and wellbeing

Expected standard 

Pupils' personal development underpins the school's ethos and values. The personally development offer combines the school's personal, social and health education (PSHE) and relationships and sex education and health education curriculum. This is further enhanced by assemblies and opportunities that develop pupils' understanding of the world they live in. Leaders remove any barriers that exist so that pupils, particularly those who are disadvantaged, have equal access.

The PSHE curriculum is carefully designed and sequenced, making clear the age-appropriate knowledge and skills that pupils need to learn. Pupils develop their understanding and respect for different beliefs and talk confidently about world religions. They enjoy taking part in debates, which helps them to consider the impact of wars and conflicts on others. Pupils learn about fundamental British values, such as democracy, and the characteristics that are protected by law, including race. They know how these provide people with a voice and enable them to be treated equally. Careers weeks broaden pupils' aspirations and develop their understanding of different career paths. Pupils develop their character in a number of ways. 'Youth councillors' discuss the future of their local area. Pupils in the choir perform at community events.

Pupils learn about relationships. They recognise that kindness and respect are qualities that make a good friend. Older pupils understand the importance of consent and how this helps them to stay safe. They learn how to manage risks in both the real and online world, such as road safety and not sharing personal information online.

Pupils benefit from the school's pastoral offer. Well trained staff, who know pupils well, provide timely support for the pupils who need it most. Pupils enjoy visiting 'the hive' where staff help them to take turns and understand the views of others.

Needs attention

Achievement

Needs attention 

In recent years, pupils' achievement in national curriculum tests in reading, writing and mathematics at the expected and high standard has been significantly below national averages. Pupils' attainment in the Year 4 multiplication check is also below national average over time and declined in 2025. Despite this, the proportion of pupils meeting the expectations in the Year 1 phonics screening check is close to national averages. Pupil

groups, including those who are disadvantaged, make positive progress from their starting points, particularly in reading.

Leaders are taking appropriate action to improve the outcomes that pupils achieve. This is making a positive difference for current pupils. Children in the early years develop a secure pencil grip and build a sound understanding of phonics. Work in pupils' books reflect leaders' focus on improving pupils' accuracy in spelling and fluency in their handwriting. Pupils develop suitable knowledge and skills across a range of subjects. For example, in history, they understand the causes of the Great Fire of London or the impact that gravity has on objects in science.

Attendance and behaviour

Needs attention 

Over time, pupils' attendance has been below national averages. This includes pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Improving attendance is a priority for the school. Leaders have strengthened the systems in place to promote regular attendance. They analyse patterns of absence with greater rigor. Leaders work closely with parents and carers and local authority professionals, to provide effective support for some pupils. This is having a positive impact on reducing rates of persistent absence. Despite this, leaders' actions have not yet secured the same improvement on overall attendance rates.

Pupils are polite, well mannered and respectful to adults. They follow the school rules, which helps them to behave well in lessons. Children in the early years play well together. Older pupils understand why discrimination in any form, such as racism, is wrong. Staff provide the right support to pupils who need additional help with their behaviour, including those with SEND. Across the school, there is a calm and purposeful atmosphere where pupils settle to their learning quickly. During social times, pupils enjoy the activities on offer to them, which in turn, develops their creative and teamwork skills.

What it's like to be a pupil at this school

The Corsham Regis Primary Academy is a nurturing and friendly school which is at the heart of the community it serves. Pupils describe it as 'a happy place with a nice atmosphere'. Staff take time to build positive relationships with pupils, particularly those with special educational needs and/or disabilities and those who are disadvantaged. The staff swiftly remove any barriers to learning and/or wellbeing that these pupils may face. This helps pupils to develop a sense of belonging and to feel safe.

Pupils demonstrate positive attitudes to their learning. However, over time, they have not achieved as well as they should. By the end of Year 6, pupils have left key stage 2 without the necessary knowledge and understanding they need to be ready for secondary school. Leaders have taken timely and effective action to address this. This is starting to have a positive impact. Pupils' attainment, particularly in writing, is improving. Current pupils are now better prepared for their next stage in education.

Staff have high expectations for pupils' behaviour. Pupils respond well to this. This starts in the early years where children are eager to help and sustain their attention well. Across the school, pupils take pride in earning their 'loric' badges when they communicate well, take the lead and show initiative. Bullying is rare. Pupils are confident that staff would deal with it quickly if it did occur.

Some pupils do not attend school regularly enough. This means they miss valuable learning time and do not benefit from what the school has to offer. While leaders are beginning to address this, they know there is more work to do.

Pupils enjoy taking part in a range of clubs such as science and athletics, going on trips and attending residential. They talk about their leadership roles, that include subject ambassadors and school and eco-councillors, with pride. Pupils understand how these roles help them to improve their school and the local environment.

Next steps

- Leaders should ensure that staff design learning activities that help pupils to consistently develop the depth of knowledge they need across the curriculum.
 - Leaders should ensure that the recent improvements in pupils' achievement are sustained, so that a greater proportion of pupils achieve at least in line with national averages in reading, writing and mathematics by the end of Year 6.
 - Leaders should continue to build on their strategies to promote regular attendance so that rates of absence reduce over time.
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About this inspection

This school is part of the Corsham School Academy Group, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rod Bell, and overseen by a board of trustees, chaired by Bernie Morley.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, special educational needs and disabilities coordinator, a group of staff and pupils. The lead inspector met with members of the local governing board, including the chair. They also met with the chief executive officer, the chair of trustees and the school's improvement adviser.

The inspectors confirmed the following information about the school:

The school makes use of one unregistered alternative provision.

Lead inspector:

Ben Jordan, His Majesty's Inspector

Team inspector:

Kathy Maddocks, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

130

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

270

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

49.23%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.77%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

26.15%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	61%	Below
2024/25 (final)	48%	62%	Below
2023/24 (final)	45%	61%	Below
2022/23 (final)	50%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	65%	74%	Below
2022/23 (final)	75%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	72%	Close to average
2024/25 (final)	52%	72%	Below
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	85%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	73%	Below
2024/25 (final)	67%	74%	Below
2023/24 (final)	45%	73%	Below
2022/23 (final)	55%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	46%	Close to average
2024/25 (final)	33%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	62%	Close to average
2024/25 (final)	78%	63%	Above
2023/24 (final)	54%	62%	Close to average
2022/23 (final)	63%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25 (final)	33%	59%	Below
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	88%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	60%	Close to average
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	46%	59%	Below
2022/23 (final)	63%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	68%	-24 pp
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	46%	67%	-21 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-16 pp
2024/25 (final)	78%	81%	-3 pp
2023/24 (final)	54%	80%	-26 pp
2022/23 (final)	63%	78%	-16 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp
2024/25 (final)	33%	78%	-45 pp
2023/24 (final)	62%	78%	-16 pp
2022/23 (final)	88%	77%	10 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-23 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	46%	79%	-33 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	63%	79%	-17 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.6%	5.2%	Above
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	8.2%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	21.2%	13.0%	Above
2023/24 (3 term)	16.5%	14.6%	Close to average
2022/23 (3 term)	22.2%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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