

# Inspection of Trumpington Park Primary School

Hobson Avenue, Trumpington, Cambridge, Cambridgeshire CB2 9EG

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Inspection dates: 8 and 9 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils at Trumpington Park share repeatedly that they enjoy coming to school. They say it is because of caring adults in school that they can be successful in meeting the high standards expected of them. Pupils are confident to share their ideas without fear of being wrong. Pupils are polite and respect their school and the people and resources in it, including their treasured library.

Pupils' safety in school has a high priority. Only very few pupils consider bullying to have happened in the school. However, they are clear about the role adults play to support them if they need help. They know about the inclusion team in school and the type of support adults can provide, if needed. They say, 'If you have a problem, you can tell any adult, at any time.'

Many pupils benefit from a range of opportunities to take on responsibilities, including as mini-librarians and diversity councillors. Pupils' achievements are celebrated publicly through 'golden trumpet' announcements in assemblies, and this motivates them.

Pupils say that 'everyone is welcome'. There is an established culture of acceptance, and this is valued by staff, pupils and the wider parent and carer community.

## **What does the school do well and what does it need to do better?**

The actions of trustees, leaders and staff display the hallmarks of their commitment to pupils' effective development. They are building strong links with parents, and this means that they get to know pupils extremely well. This knowledge is used to give each pupil the individual attention that supports them to thrive.

Curriculum planning throughout the school is clear and established across the full range of subjects that pupils study. The important knowledge pupils need to learn builds in precise steps from the moment they start school. This makes sure that pupils are learning what they need in order to be ready for the next stage of education.

Leaders' dedication to inclusion has led to important investment in time and resources. This is supporting staff to meet the needs of pupils, including those with special educational needs and/or disabilities (SEND). Staff swiftly respond to needs they identify and provide targeted and skilled support, including in early years. The work adults are doing to meet the most extreme needs of individuals is skilled and effective. This ensures that pupils with SEND are included and given the best chance to succeed in the future.

Leaders have shared the priority for reading and a love of books. This means that pupils access a wide variety of texts to help them with their learning, and this encourages them to read for pleasure. The programme for teaching phonics is giving pupils the skills they need to read fluently. Pupils take home books to practise

reading that are matched well to their current ability. When pupils come across more difficult words, they draw instinctively on the knowledge they have been taught and are successful. Pupils know that the ability to read well is important for them to be successful in other areas of the curriculum.

Staff work collaboratively across the school and trust. This contributes towards teachers and support staff having the specialist knowledge they need to help pupils learn. Staff design lessons and learning activities in a way that helps pupils remember what they have learned. Staff regularly check what pupils know, and use this information to introduce new challenges at the right time.

The foundations for positive attitudes are laid in early years. Children show enjoyment and high levels of concentration as they learn and explore. Pupils maintain strong and respectful relationships both with adults and each other. Staff have established expectations to make sure that classrooms are productive places in which to think and learn. Leaders keep clear records of any incidents of poor conduct. This means that they can spot any patterns and intervene immediately to stop issues escalating. This also ensures that pupils who need it quickly get the right support to help them behave well. Consequently, there is very little disruption to learning.

Access to a wide range of clubs and activities throughout the extended school day is encouraged for pupils. This supports them effectively to discover and develop their other interests. Pupils learn how to stay safe, physically and mentally, including when using the internet. However, opportunities for pupils to develop responsibilities are not accessed by all pupils. Leaders want to challenge all pupils to know that they can make a difference to the world around them. They have plans to make sure this is promoted for everyone.

Parents say that the school is a nurturing place where individual pupils' needs are catered for, regardless of their background or the challenges they might face.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, including trustees, monitor systems for safeguarding regularly and effectively. They make sure that issues of safeguarding are at the forefront of adults' minds, so nothing is missed.

Leaders and other staff are well trained and have a good understanding of the local challenges that young people and their families face. Leaders work effectively with external agencies to be vigilant and proactive in keeping pupils safe.

Leaders encourage openness and a safe environment for all adults, parents and pupils to share concerns. Pupils and staff agree that their voices are listened and responded to.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have ambitious ideas for pupils' wider development. Leaders should build on the established strategy in place to support all pupils to be active citizens who contribute in a highly positive way, and have a tangible impact on the school community and world beyond.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144770
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10212066
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	324
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Frost
<b>Headteacher</b>	Melanie Shute
<b>Website</b>	<a href="http://www.trumpingtonpark.org">www.trumpingtonpark.org</a>
<b>Date of previous inspection</b>	20 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The school opened in September 2017 under the oversight of the Cambridge Primary Education Trust trustees and leaders. This is the first section 5 inspection the school has had.
- The school uses alternative provision to support the needs of individual pupils, where necessary.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation.

- Inspectors held meetings with the chief executive officer of the trust, the headteacher, assistant headteacher, as well as the special educational needs coordinator and the leader of the early years foundation stage.

- Inspectors met with trustees, including the chair of trustees and the chair of the school’s advisory board.
- Inspectors carried out deep dives in five subjects: early reading, mathematics, science, geography and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and, where relevant, looked at samples of pupils’ work.
- The lead inspector met with the designated safeguarding lead, the human resources manager and other staff to discuss safeguarding.
- Inspectors scrutinised a range of documentation during the inspection, including curriculum plans, school development plans, and records of remote learning monitoring, safeguarding and behaviour.
- Inspectors spoke with parents at the start of the school day.
- Inspectors also spoke with groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil in their school. Inspectors also observed the behaviour of pupils across the school site.
- Inspectors considered 136 responses to Ofsted’s online survey, Parent View, and 134 free-text comments. Inspectors also considered the 22 responses to Ofsted’s staff survey.

### **Inspection team**

Kristian Hewitt, lead inspector

Her Majesty’s Inspector

Lisa Massey

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