

Trumpington Park Primary School

Address: Hobson Avenue, Trumpington, Trumpington, Cambridge, Cambridgeshire, CB2 9EG

Unique reference number (URN): 144770

Inspection report: 16 June 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.

Exceptional

Early years

Exceptional 

The early years curriculum is meticulously designed. Leaders are highly knowledgeable, reflective and responsive. They continually review and refine the curriculum, ensuring it identifies essential learning, while flexing to cater for children's interests and needs. For example, a sharp focus on fine motor skills has resulted in all children developing the physical strength needed for successful pencil grip.

Staff know each child extraordinarily well. They build warm, trusting relationships with children and their families. These enable staff to anticipate needs and deliver individualised high-quality learning opportunities. Often, children join the school with low starting points. Some have language and communication needs. Others require significant personal, emotional and social support. First-rate provision in all areas of learning enables children, including those who face barriers to learning, to grow in confidence, participate fully and become valued members of the school community.

The environment is impeccably designed to entice children into rich learning experiences. Nothing is left to chance. Every activity purposefully extends children's learning. Staff interactions with children are of the highest quality. Children develop an impressive vocabulary and a deep understanding of what they learn. Children flourish in every aspect of their early years education.

Staff teach phonics, early writing and mathematics expertly. They identify and close any emerging gaps swiftly. Staff provide precise guidance in a timely, targeted way. Consequently, each year, above-average numbers of children acquire the essential knowledge and skills required for later success. They are exceptionally confident and well prepared for Year 1.

Strong standard

Attendance and behaviour

Strong standard 

Leaders know that high attendance equates to better outcomes, wellbeing and sense of belonging. They promote the importance of regular attendance relentlessly. Leaders build close, trusting relationships with pupils and their families. They offer welfare support and creative solutions to reduce pupils' absence rates as soon as attendance becomes a concern. The impact of these actions is significant. Overall attendance is close to the national average and improving steadily. Disadvantaged pupils' attendance is above average. The number of pupils who miss school frequently is well below average and declining.

Respectful relationships are at the heart of the school's approach to behaviour management. Leaders ensure that staff understand and apply the agreed approach consistently well. Consequently, from the early years to Year 6, pupils are friendly, positive and highly respectful. Staff establish clear routines so that pupils know what is expected of

them. Pupils thrive in a calm, predictable environment where they can learn and play happily. Leaders and staff model the behaviour they expect. Older pupils set an excellent example for younger pupils. Pupils who struggle to manage their behaviour receive constructive and sensitive support. On the rare occasions when behaviour does not meet expectations, staff act quickly to address it.

Curriculum and teaching

Strong standard 

Leaders have adapted the trust-wide curriculum to meet the needs of their pupils and the context of the school. The curriculum is ambitious for all pupils, regardless of their starting points, and is carefully designed to build pupils' learning gradually across a wide range of subjects. Leaders and staff prioritise the basics in reading, writing and mathematics, as these are the key to successful learning in the wider curriculum. Staff provide targeted support as needed so that pupils with gaps in their knowledge can keep up or catch up with their peers.

Teachers deliver the curriculum very confidently. They use the school's agreed teaching approaches consistently well. For example, they introduce important vocabulary for each lesson and provide opportunities for pupils to practise and apply it. They revisit previous learning regularly to ensure that it becomes secure. Teachers use careful questioning to inform their decisions about what to teach next.

All staff understand the barriers to learning that some pupils face. They make adaptations to the curriculum to reduce these barriers skilfully, using a range of strategies. Where these involve close adult support, staff sensitively gauge their input so that it does not limit pupils' development of self-reliance. This enables all pupils to access the same curriculum and become independent learners.

Inclusion

Strong standard 

Leaders prioritise early identification of pupils' needs. They build relationships with pupils and their families as soon as they join the school. They use partnerships across the trust and with external agencies to strengthen their inclusive practice. This helps leaders to ensure the provision they offer meets pupils' needs as well as possible.

Staff are extremely well informed about the barriers that pupils face. They use information provided by leaders and the targets set in pupils' individual plans to guide the help they provide. This results in pupils, including those with special educational needs and/or disabilities, making suitable and often rapid progress through the curriculum from their starting points.

Continuous professional development, including internal coaching, trust-wide networking and input from external specialists, ensures that staff develop the proficiency that they need. They use their expertise to adapt the curriculum and deploy a range of strategies very successfully to reduce pupils' barriers to learning.

Leaders ensure that disadvantaged pupils benefit from the additional funding that the school receives for them. For example, extra teaching sessions and adult support enable disadvantaged pupils with gaps in their knowledge to catch up with their peers. A school-run

breakfast club helps pupils to make a positive start to each day and increases their attendance rates.

Leadership and governance

Strong standard ●

Leaders put inclusion at the centre of everything they do. They are determined to provide high-quality education for every pupil so that all have the best possible chance of success. Leaders are proud of the school's many strengths. However, they do not sit still. They are highly reflective and constantly strive for excellence.

A rigorous system of quality assurance keeps leaders very well informed about the effectiveness of provision in all areas. Their regular checks on curriculum and teaching, for example, enable leaders to act swiftly to address any developmental needs. They use a supportive coaching model to ensure that all staff are suitably equipped to deliver consistently high-quality lessons.

The trust board, academy council and trust leaders share information effectively about the school's work. They play their part in ensuring that statutory responsibilities such as safeguarding and effective use of additional funding are met. They are very knowledgeable about school leaders' progress towards their stated priorities. If needed, they provide challenge so that high standards across all areas are maintained. If something needs further development, leaders at all levels work together so that improvements are swift.

Leaders value professional learning immensely. They view it as a driver of improvement and high staff morale. Trust-wide training, networks and subject-specific hubs enable staff to share good practice and develop their expertise. Staff feel well supported and appreciate the consideration leaders give to their workload. Leaders' successful partnerships with the community, other trust and non-trust schools, and parents and carers enhance the quality of pupils' experiences.

Personal development and wellbeing

Strong standard ●

Leaders have constructed a comprehensive programme for pupils' personal development. They are committed to ensuring that every pupil leaves the school well prepared for their next steps and ready to be an active citizen of the future.

The personal, social and health education curriculum covers essential life skills that pupils need to acquire. For example, pupils learn about online safety, mental wellbeing and healthy lifestyles. In relationships and health education, older pupils explore important issues such as consent and healthy relationships. Pupils engage regularly in debates, learning to express their opinions and listen to those of others respectfully.

In a richly diverse school, there are many opportunities for pupils to learn about difference. They understand discrimination and know that certain characteristics are protected in law, such as gender and race. Pupils understand and value democracy, tolerance and other fundamental British values. In this respect, they are very well equipped to contribute positively to life in modern Britain.

Leaders have extended the range of extra-curricular opportunities available to pupils quite significantly. These cater to a wide range of interests and develop pupils' skills, for example in cookery, gardening, coding and yoga. Pupils can take on various leadership roles. These enable them to contribute positively to school life, experience democracy in action, and develop their resilience, responsibility and sense of community.

There is extensive support available for pupils' welfare. Leaders' highly inclusive approach and early identification of needs mean that they often anticipate the pastoral care pupils may need. They put pre-emptive support in place that enables all pupils to participate fully in school life and benefit from the range of experiences on offer. Leaders track pupils' participation in these. Sometimes, they put on activities to meet individual pupils' needs. This results in significant gains in pupils' confidence, relationships and self-esteem.

Expected standard

Achievement

Expected standard 

Pupils enter the school at different times with a range of previous experiences of education, often gained in other countries. Nevertheless, overall, pupils achieve well across the curriculum. Pupils with special educational needs and/or disabilities make suitable, often rapid progress through the curriculum from their starting points. On the whole, pupils produce high-quality work. Any gaps in pupils' basic reading, writing and mathematical knowledge are addressed swiftly. Pupils' recall of their learning in wider curriculum subjects such as history and science is generally secure.

Children in Reception achieve exceptionally well across all areas of learning. In the Year 1 phonics screening check, attainment is consistently above the national average. In national tests at the end of Year 6, attainment is either close to or above national averages. Disadvantaged pupils attain in line with their disadvantaged peers nationally. Highly effective teaching and inclusive provision are driving an upwards trend in pupils' achievement overall.

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

Pupils love learning at this highly inclusive school. They attend regularly because they feel welcome and safe. Many pupils arrive at different points in their school journey, often from other countries. Between them, pupils speak 52 different languages. Many pupils face barriers to learning and/or wellbeing due to language needs, disadvantage or special educational needs and/or disabilities (SEND). All settle quickly. They develop a strong sense of belonging to this richly diverse community.

The early years setting is a special place. Children learn and play joyfully. A sharp focus on language and communication, alongside personal and social skills, helps them make rapid progress through the curriculum. Provision throughout the classrooms and outdoor spaces is purposeful and enticing. It inspires children to be curious and independent learners.

Positive, respectful relationships underpin the school's success in many areas. Leaders and staff get to know pupils, their families and their individual circumstances very well as soon as they join the school. This means staff can provide support that enables pupils to thrive in all aspects of school life.

Staff have high expectations of pupils' behaviour. They set up clear routines from the moment children join the early years so that they know exactly what is expected of them at different times of the day. Throughout the school, pupils' conduct is exemplary. No time is wasted and learning is not disrupted. Bullying does not happen often. Staff deal effectively with any friendship worries that arise.

Pupils achieve well overall, including disadvantaged pupils and those with SEND, due to the high-quality teaching that they receive and the carefully designed curriculum.

An extensive extra-curricular offer enriches pupils' experiences. Leadership roles develop their character and prepare them for future responsibilities. The school's wider offer for pupils' personal development has a significant and positive impact on their readiness for life in modern Britain.

Next steps

- Leaders should ensure that the number of pupils attaining the expected standard in national tests at the end of Year 6, including disadvantaged pupils, continues to improve as a result of consistently high-quality teaching.
- Leaders should ensure that their work on attendance continues to reduce pupil absences so that all pupils benefit from the school's rich offer.

About this inspection

This school is part of Meridian Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Woods, and overseen by a board of trustees, chaired by Shirley Jamieson.

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, 2 assistant headteachers and the special educational needs coordinator during the inspection. They also spoke with trust leaders, including the executive principal/deputy CEO and the CEO. The lead inspector met with trustees, including the chair, and with local academy council members, including the chair.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The number of pupils on roll has increased significantly since the last inspection. This is because since the school opened in 2017, it has been gradually growing towards its full capacity.

Headteacher: Melanie Shute

Lead inspector:

Caroline Crozier, His Majesty's Inspector

Team inspectors:

Ania Vaughan, Ofsted Inspector

Julie Winwood, Ofsted Inspector

Tim Leah, 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 16 June 2026

School and pupil context

Total pupils

417

Above 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

630

Well above 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)

30.94%

Close to 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

5.04%

Above 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

13.67%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	69%	61%	Above
2024/25 (final)	70%	62%	Above
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	69%	60%	Above

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	82%	74%	Above
2024/25 (final)	80%	75%	Close to average
2023/24 (final)	81%	74%	Above
2022/23 (final)	86%	73%	Above

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	76%	72%	Close to average
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	83%	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	78%	73%	Close to average
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	76%	73%	Close to average

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	52%	46%	Close to average
2024/25 (final)	57%	47%	Close to average
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	57%	44%	Above

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	68%	62%	Close to average
2024/25 (final)	65%	63%	Close to average
2023/24 (final)	62%	62%	Close to average
2022/23 (final)	79%	60%	Above

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	64%	59%	Close to average
2024/25 (final)	65%	59%	Close to average
2023/24 (final)	46%	58%	Below
2022/23 (final)	79%	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	60%	60%	Close to average
2024/25 (final)	61%	61%	Close to average
2023/24 (final)	54%	59%	Close to average
2022/23 (final)	64%	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	52%	68%	-16 pp
2024/25 (final)	57%	69%	-13 pp
2023/24 (final)	38%	67%	-29 pp
2022/23 (final)	57%	66%	-9 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	68%	80%	-12 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	62%	80%	-18 pp
2022/23 (final)	79%	78%	0 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	64%	78%	-14 pp
2024/25 (final)	65%	78%	-13 pp
2023/24 (final)	46%	78%	-31 pp
2022/23 (final)	79%	77%	1 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	60%	80%	-20 pp
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	54%	79%	-26 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	79%	-15 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)	3.9%	5.2%	Below
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	5.4%	5.9%	Close to average

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)	9.0%	13.0%	Below
2023/24 (3 term)	12.5%	14.6%	Close to average
2022/23 (3 term)	12.6%	16.2%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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