



# Parent Session Ofsted

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[NEW OFSTED REPORT CARDS AND GRADES: A GUIDE FOR PARENTS](#)

# New areas of evaluation

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- Safeguarding – met or not met
- Inclusion – **standalone area and runs throughout all other areas**
- Curriculum and teaching
- Achievement
- Attendance and behaviour
- Personal development and well-being
- Early Years
- Leadership and governance

# 5 Point Grading Scale

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- The 'expected standard' in each of the evaluation areas in the toolkit is the starting point for inspector's thinking
- The 'expected standard' is considered to be a high bar
- The standards **do not** equate to previous judgements
- 'Needs attention' is an advisory note – not requires improvement
- **Secure fit** is required, not best fit
- Inspectors will consider **typically** – day in, day out across the full range of subjects
- A **varied grade profile** should be expected for most schools

# Toolkit

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- The toolkit is designed to help consider the extent to which pupils...
- **Belong** – feel that they belong to and are valued as part of the school community so that they attend, behave and contribute positively to what the school offers.
- **Achieve** – academically and personally
- **Thrive** – benefit from the right systems, processes and levels of oversight, so that they are kept safe and are able to flourish, whatever their background or individual need.





### Our Vision and Values

At the Trumpington Federation, we believe that learning should be a lifelong adventure.

We aim to inspire and encourage all members of our community to grow and learn together.

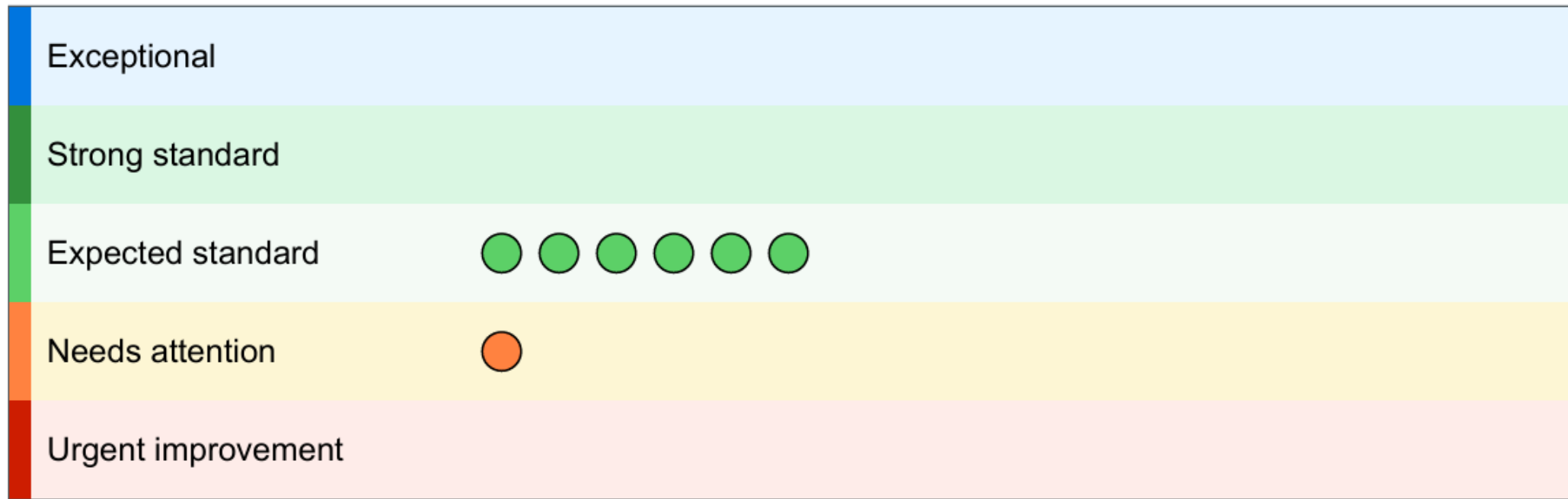
Through determination, communication and collaboration, we encourage each other to reach for the stars, no matter who we are or where we come from.



THE TRUMPINGTON FEDERATION

# The report card

## Inspection report: 24 March 2026



## ✔ 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.

## Attendance and behaviour

Expected standard 

The school has worked closely with families, resulting in improved attendance for many. Overall attendance is broadly in line with the national averages. Leaders have identified that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) have slightly lower attendance. Staff work in a supportive way to help families get their children into school regularly. They make appropriate and effective adaptations, such as spending more time in the specialist SEND class, or pupils entering at a different entrance, to help those who are anxious. This has resulted in some pupils significantly increasing their attendance and punctuality.

Typically, pupils behave well. There are clear expectations for behaviour, shared by staff across the school. Pupils are positive about the staff and know who they could talk with if they were worried about something. It is a school where discrimination and/or bullying are not tolerated. Staff deal with any issues promptly and effectively. Pupils work hard and have good attitudes towards learning. Many of them have significantly improved their presentation and pride in their work following the recent focus on basic skills in writing.

## Curriculum and teaching

Expected standard 

The school shares a curriculum with the federated school. This has been carefully constructed to make the most of the local area. Teachers share resources and planning across the two schools, which enables greater sharing of subject knowledge and expertise.

Leaders correctly identified that there needed to be a greater emphasis on the teaching of the key basic skills in reading, writing and mathematics. They have put this in place. Early years has a high focus on building towards correct pencil grip, rhymes and early phonics. A new phonics scheme was appropriately introduced in September 2025. Pupils' knowledge of key sounds is rigorously monitored. The high focus on regular reading with staff and the sounds linked to pupils' reading books are enabling pupils to progress well with their early reading. Additional catch up time with staff is provided as needed.

Staff are well trained. For example, in the use of practical resources in mathematics and the teaching of phonics. All staff have had this training, which supports pupils as they move beyond the earliest stages of learning.

Work across the curriculum is often supported with prompt sentences and questions to help pupils access the content. There is a high focus on developing new vocabulary, both written and spoken. However, sometimes the supporting scaffolds can limit how some pupils deepen their learning and reasoning to the highest standard.

Leaders have worked closely with the early years staff, having identified that not enough children were meeting the early learning goals. They have focused on making sure children develop well-rounded early reading, writing and mathematics skills. This means that most

Reception Year children are now well on the way to being ready for Year 1. They are confident early readers, with their knowledge of sounds rigorously tracked so that any gaps can be filled.

In nursery, many children have either poorly developed talking skills, or are new to English. Developing children's vocabulary and spoken English is currently a high priority for the nursery as a result. Leaders have trained all staff in how to deliver high-quality interactions with children. However, sometimes, staff are not yet quite as confident as others in using these strategies. As a result, there are sometimes moments in the times between activities, or when engaging with children's play, where learning could be moved on further.

The curriculum is well planned and flows sequentially into that of the rest of the school. Early years children are a full part of the school, including accessing the challenging play at lunchtimes.

Links with parents and carers are well established, meaning that staff get to know children and their families well, at an early stage.

## Inclusion

Expected standard 

When pupils start at the school, either in the early years, or midway through the school, staff take time to get to know them and their families well. This helps staff to identify any special educational needs and/or disabilities (SEND) quickly and provide appropriate support. The school has a high focus on making sure that they give pupils the right help. This might include extra resources for improving writing and developing vocabulary. Staff have been well trained in this provision. As a result, most pupils are able to access the same learning as their peers and are progressing suitably.

Leaders have increased the focus on reducing barriers for disadvantaged pupils. Staff are more aware of who these pupils are and are putting in additional help if needed. This is helping these pupils to progress. Leaders have a high focus on checking pupils' progress and achievement. They are aware of the impact of additional interventions financed by extra funding.

The school works closely with the local authority and the virtual school to put in place specialised SEND provision for pupils who require a higher level of support. This is effective at helping pupils stay in school and make progress appropriately from their individual starting points.

## Leadership and governance

Expected standard 

Leaders know the school well. They have identified the right areas to further improve provision. They have increased the focus on pupils who are disadvantaged, to reduce the gap in achievement between them and their national peers, and those who are non disadvantaged.

The school works very closely with the federated school, sharing several key members of staff and a governing body. The governors both challenge and support school leaders appropriately. They are not afraid to make difficult decisions where it is needed. Both governors and school leaders act in the best interest of pupils, making changes to the

school as and when needed. Governors get to know the school well and also regularly look to increase their skill set as a group.

Staff have additional development time to enable them to grow professionally. They access appropriate professional learning. Early career teachers and others feel well supported, both with workload and wellbeing.

Teachers work closely with the parallel federated classes, sharing knowledge and expertise.

The schools regularly revisit aspects of their curriculum to make sure they are meeting the needs of pupils, for example increasing the focus on early reading, writing and mathematics skills. They make sure that they are making the most of the many local museums and historic places nearby. They are increasing ways that pupils can represent their school, for example through work with the local sports partnership.

There is a firm focus on teaching pupils social skills, cooperation, resilience and conflict resolution. This is a core part of the school's approach to play and regular forest school sessions. Pupils understand and demonstrate these skills in their behaviour. This work starts right from the start of nursery, where children are taught to cooperate and play together well.

The school has ensured that the curriculum reflects the wide cultural and home country diversity that is present. As a result, pupils have a deep understanding of equality and how others may need more support than others to succeed. This includes those pupils who are disadvantaged.

Pupils have a comprehensive recollection of what they have been taught in their personal, social and health education, plus that in relationships and sex education and health education. They are clear on how to keep themselves safe, for example when online, out and about and in the water. All pupils have regular swimming lessons in key stage 2, including catch-up sessions for Year 6 pupils ahead of leaving the school if they are not yet confident swimmers.

Pupils are taught about British values. They show this in their kind behaviour. They understand key concepts, such as respect, well. Pupils are able to share their ideas about how to improve the school through the work of the school council. Pupil leaders in Year 6 have further responsibilities, such as being a house captain.

There is effective pastoral support for pupils who need further work on anxiety or social and emotional skills. This helps these pupils to be regular attenders at school.

The school has a range of clubs on offer, mainly sports, but also activities like sewing and choir. Pupils go on many school trips, making the most of the local area, such as to the Fitzwilliam Museum or accessing specialist facilities from the university.

## Achievement

Needs attention 

There is too much of a gap between the achievement of disadvantaged pupils and their national peers, as well as with those who are non-disadvantaged. This is the case for pupils who are in the school over a long time and those who attend the school for a shorter time, which is common. Leaders have increased the focus on provision for disadvantaged pupils. This is having a positive impact, but it is too early to demonstrate secure achievement over time.

The proportion of pupils achieving the expected standard in the Year 1 phonics check has risen recently. The new focus on phonics is already resulting in more fluent readers, but again this is not yet embedded in terms of most pupils getting to the expected standard over time. Overall, pupils achieve in line with national averages for attainment by the end of key stage 2, making them ready for the next stage in education. Recently, the school has been successful at getting a significant number of pupils to the higher standards in reading and mathematics.

# Next steps

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- Leaders should ensure that they reduce barriers to learning for disadvantaged pupils so that their achievement is in line or higher than their peers nationally.
- Leaders should ensure that teachers are skilled in choosing appropriate activities for pupils in the wider curriculum so that more pupils are challenged to achieve highly.
- Leaders should ensure that early years staff are supported to be confident and skilled in having valuable, high-quality interactions with children, both in play times and between learning, so that children consistently improve their speech, language and vocabulary.

