

# Thrumpton Primary Academy

**Address:** Thrumpton Close, Retford, DN22 7AQ

**Unique reference number (URN):** 144555

## Inspection report: 14 April 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

### Achievement

Expected standard 

As pupils progress through the school, they develop the knowledge and skills they need to be successful across the wider curriculum. Generally, pupils achieve well in national tests at the end of key stage 2. The difference in the achievement of disadvantaged pupils and their non-disadvantaged peers is reducing significantly. Pupils with special educational needs and/or disabilities make suitable progress from their starting points. Pupils speak about what they are learning with increasing confidence. They are generally well prepared for the next stage in their education.

Leaders' prioritise developing the language and communication skills of the youngest children. This ensures that children engage well with the full curriculum. Pupils develop their reading skills well. Leaders have rightly focused on writing more recently as there is some variation in the quality across the school. The work pupils produce in mathematics shows that they are progressively learning the knowledge they need to become skilful mathematicians.

### Attendance and behaviour

Expected standard 

The school promotes the importance of high attendance. Leaders review attendance information meticulously and work closely with families to remove the barriers which make it difficult for pupils to attend regularly. The school is tenacious in seeking solutions to the challenges that pupils and their families face. They ensure that pupils want to attend the school. For example, staff make a big effort to mark birthdays in school so that pupils want to come in and celebrate with their class. If any pupil's attendance dips, pastoral staff act quickly. As a result, the school has addressed previous issues with attendance, and all groups of pupils now attend in line with national levels.

The school's high expectations for behaviour are communicated effectively to everyone. Pupils respond to these expectations and are polite, kind and respectful of each other. These positive attitudes and conduct start in the early years. Children are taught to take turns; they play well with each other and share and learn collaboratively. Staff know and understand their pupils well. There are very strong and positive relationships between staff and pupils. Staff ensure that any incidents of discrimination or bullying are dealt with quickly and effectively. Staff promote good attitudes to learning through the 'Thrumpton traits'. These develop habits in pupils such as resilience, independence and taking pride in their work.

### Curriculum and teaching

Expected standard 

The school has a curriculum model which is carefully sequenced so that pupils build their learning securely. It covers the essential learning in reading, writing and mathematics, as well as a wide range of other subjects. Extending pupils' language and vocabulary sits at the heart of the curriculum. The recently introduced oracy project is contributing to pupils' success in this area. Leaders have ensured that the teaching of reading is rigorous, carefully sequenced and develops pupils' fluency, confidence and enjoyment.

Leaders have an accurate view of the quality of the curriculum and how well it is taught. For example, in mathematics, leaders have strengthened the curriculum to further develop pupils' reasoning and problem-solving skills. They ensure that the curriculum meets the needs of each group of pupils. Staff use a range of teaching strategies well. They adapt lessons and use resources effectively so that all pupils can be fully involved in the learning.

Teachers generally check for any gaps in pupils' knowledge and skills. However, teachers do not consistently ensure that these gaps are tackled quickly and effectively. Some pupils continue to make the same mistakes in their work. At times, the activities provided for pupils in small-group interventions do not focus fully on the specific gaps that they have. This means some pupils do not secure this key knowledge as quickly as they could.

## Early years

Expected standard 

The early years curriculum is designed effectively to meet the needs of the children. Leaders are ambitious to ensure that children have the best start to their education. They have a clear understanding of the context and varied starting points of children. The strong relationship they have with the pre-school provision on site aids communication and transition into the school's Nursery. Staff know children well. They often draw on children's interests to engage them in carefully considered learning opportunities.

The curriculum identifies the key knowledge that children need. Early reading, writing and mathematics are prioritised from the start in the Nursery, with an emphasis on communication and language. Staff make the necessary changes and adaptations to meet the needs of all children. They are skilled in knowing and applying the strategies and adaptations that will have a positive impact. This has ensured that the welfare, mental health and wellbeing of children are prioritised.

Staff ensure that daily routines help children develop their language and vocabulary. They engage in high-quality interactions. They help children articulate what they know and understand by modelling, extending and developing their language and ideas through role play and discussions. Children generally achieve well from their starting points and are ready for their transition into Year 1.

## Inclusion

Expected standard 

Leaders have established an inclusive school culture. They ensure that pupils' needs are assessed accurately and at the earliest opportunity. Pupils who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those with additional barriers to learning are clearly identified, understood and supported. The school's approach in lessons generally reduces barriers to learning and wellbeing and ensures that pupils access the full life of the school. If pupils fall behind their peers, they are supported in small groups by skilled staff. Staff are well trained and employ a comprehensive range of purposeful strategies to help pupils overcome their individual difficulties. For example, pupils who need support with their emotional wellbeing access sessions with the mental health lead and benefit from sensory support matched to their needs.

There is appropriate additional support in place for pupils with SEND in the base room. There are appropriate targets set for each pupil. Occasionally, the activities in the base are

not precisely aligned to the targets that pupils are working towards, which can limit their progress.

Funding for disadvantaged pupils is used appropriately. Leaders are aware that more precision is needed to identify the specific impact of the interventions that are funded through the pupil premium.

## **Leadership and governance**

**Expected standard** 

The school leadership is new since the previous inspection. Leaders are unfaltering in their focus to create a highly inclusive culture which puts pupils' best interests at the heart of their actions and decision-making. Leaders have an accurate view of the school's quality of provision. They know the strengths of the school and take a strategic approach to improvement. They identify the right priorities to ensure the best outcomes and experiences for pupils. However, their analysis of pupil premium funding does not consistently identify what is having the greatest impact on disadvantaged pupils.

Leaders demonstrate consistently high standards of principled and professional conduct and act in line with the school's vision 'to inspire, raise aspirations and create brighter tomorrows'. There is evidence of a clear ethos and strategic direction towards the school's ambitious vision for pupils to flourish.

Those responsible for governance know the school well. They understand their statutory duties and carry them out effectively. Governors support and challenge school leaders effectively. They are fully aware of the quality and impact of different aspects of the school's work. The trust's systems for monitoring the quality of the school's work are constructive and provide leaders and staff with high-quality feedback to inform continuous improvement.

Leaders provide high-quality training opportunities for staff as part of their professional learning programme. Staff, including those new to teaching, appreciate the opportunities they have to build their expertise. They also appreciate leaders' efforts to promote their wellbeing and make sure that their workload is manageable.

Leaders forge very constructive relationships beyond the school and work in partnership with the local community effectively. Parents and carers have many positive views about the school.

## **Personal development and wellbeing**

**Expected standard** 

The school provides a wide range of opportunities that support pupils' personal development and wellbeing. Pupils confidently explain how this offer prepares them well for life beyond the school and their future. For example, they speak about how they have learned about different jobs from members of the community. Teachers use the personal, social and health education curriculum to teach pupils how to look after themselves. For example, all pupils are very aware of the danger of the railway right next to the school.

Pupils understand about different religions and respect cultural differences. They understand right from wrong and show an age-appropriate understanding of moral and ethical issues. Pupils have an understanding of healthy relationships. Leaders ensure that external

expertise enhances the support on offer for pupils. For example, the community police sessions develop pupils' understanding of staying safe online as well as criminal responsibility. Pupils have some understanding of fundamental British values. However, their knowledge of these values requires deepening in order for them to fully understand what they really mean in modern society.

Leaders are determined to provide pupils, particularly the most vulnerable, with valuable life experiences. They actively remove any barriers that disadvantaged pupils may face to ensure that they make full use of these opportunities. Leaders make it possible for pupils to engage with visits to places of interest, such as a trip to the seaside. Visitors to the school, such as authors, help to enrich the curriculum and provide opportunities for pupils to develop their talents. The school's offer to widen pupils' horizons and provide experiences and opportunities is growing and developing.

The pastoral support the school provides is well matched to the needs of all pupils. Staff know the pupils who need additional support. The support staff provide helps pupils thrive at school.

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

Pupils are happy at school, and as a result, many attend well. They start each day with enthusiasm and a sense of excitement. They are welcomed warmly by staff, who show a genuine interest in their wellbeing. Some of the most vulnerable pupils benefit from softer starts to the school day, which helps them transition calmly into school. This care and support ensure that pupils feel safe, well looked after and confident that adults will help them if they have any concerns.

The school has high expectations of pupils' behaviour. Pupils typically behave well in lessons and around the school. Pupils treat each other with kindness and respect. Bullying is very rare and pupils are confident that staff will sort out any problems or friendship worries they may have. They enjoy opportunities to socialise and play well with each other during breaktimes.

Children get off to a very positive start in Nursery and Reception Year. Many are well known by staff before they join the school. Teachers prioritise language and communication skills. This enables children to engage well with the full curriculum.

Pupils are known in depth by staff. This enables staff to meet pupils' needs and support pupils to overcome barriers to learning and development. As a result, pupils benefit from a school community that is highly inclusive. Pupils enjoy their lessons, make secure progress in their learning and typically achieve in line with other pupils nationally.

Pupils' academic learning is enhanced by a wider offer that focuses on their wellbeing and understanding of the wider world. Pupils are encouraged to expand their horizons. For example, trips to the theatre in London have inspired many to get involved in local performance opportunities. Pupils are encouraged to develop the 'Thrumpton traits'. Weekly

assemblies celebrate the progress pupils make in demonstrating these characteristics. This equips pupils well for life beyond school.

---

## Next steps

- Leaders should ensure that detailed analysis and monitoring of interventions for disadvantaged pupils underpin their decisions for how best to support these pupils to achieve well.
  - Leaders should further develop assessment practice so that all teachers use the information they have to make highly effective choices about what to teach next and what interventions to provide.
  - Leaders should ensure that pupils develop a secure and detailed knowledge of fundamental British values to better prepare them for life in modern Britain.
- 

## About this inspection

This school is part of Diverse Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Cotton, and overseen by a board of trustees, chaired by David Schwarz.

Helen Cawkill is currently the interim principal of the school.

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 interim principal, the executive principal, the special educational needs coordinator, the designated safeguarding lead and other trust leaders during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone a significant change in leadership since the last inspection. The school is overseen by the executive principal. The current principal was not in school during the inspection. The school is currently being led by the interim principal.

Executive Principal: Lucy Spacey

---

**Lead inspector:**

Dave Gilkerson, His Majesty's Inspector

**Team inspectors:**

Katherine Chadbourne, Ofsted Inspector

Justine Roberts, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

## School and pupil context

**Total pupils**

**230**

Close to 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**

**203**

Below 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)**

**36.18%**

Above average

**What does this mean?**

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

National average: 26.3%

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

**0.43%**

Well 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**

**15.22%**

Close to average

**What does this mean?**

The proportion of pupils with reported special educational support needs 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 | 57%         | 61%              | Close to average               |
| 2024/25 (revised)     | 61%         | 62%              | Close to average               |
| 2023/24 (final)       | 57%         | 61%              | Close to average               |
| 2022/23 (final)       | 53%         | 60%              | Close to average               |

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 | 74%         | 74%              | Close to average               |
| 2024/25 (revised)     | 75%         | 75%              | Close to average               |
| 2023/24 (final)       | 79%         | 74%              | Close to average               |
| 2022/23 (final)       | 70%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 74%         | 72%              | Close to average               |
| <b>2024/25 (revised)</b>     | 71%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 79%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 73%         | 71%              | Close to average               |

## 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 77%         | 73%              | Close to average               |
| <b>2024/25 (revised)</b>     | 96%         | 74%              | Above                          |
| <b>2023/24 (final)</b>       | 61%         | 73%              | Below                          |
| <b>2022/23 (final)</b>       | 73%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 44%         | 46%              | Close to average               |
| <b>2024/25 (revised)</b>     | 58%         | 47%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 30%         | 46%              | Below                          |
| 2022/23 (final) | 40%         | 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 (revised)     | 83%         | 63%              | Above                          |
| 2023/24 (final)       | 60%         | 62%              | Close to average               |
| 2022/23 (final)       | 40%         | 60%              | Below                          |

### 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 | 63%         | 59%              | Close to average               |
| 2024/25 (revised)     | 67%         | 59%              | Close to average               |
| 2023/24 (final)       | 60%         | 58%              | Close to average               |
| 2022/23 (final)       | 60%         | 58%              | Close to average               |

### 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 69%         | 60%              | Above                          |
| <b>2024/25 (revised)</b>     | 92%         | 61%              | Above                          |
| <b>2023/24 (final)</b>       | 40%         | 59%              | Below                          |
| <b>2022/23 (final)</b>       | 70%         | 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 44%         | 68%                              | -24 pp                  |
| <b>2024/25 (revised)</b>     | 58%         | 69%                              | -11 pp                  |
| <b>2023/24 (final)</b>       | 30%         | 67%                              | -37 pp                  |
| <b>2022/23 (final)</b>       | 40%         | 66%                              | -26 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%                              | -17 pp                  |
| 2024/25 (revised)     | 83%         | 81%                              | 3 pp                    |
| 2023/24 (final)       | 60%         | 80%                              | -20 pp                  |
| 2022/23 (final)       | 40%         | 78%                              | -38 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 | 63%         | 78%                              | -15 pp                  |
| 2024/25 (revised)     | 67%         | 78%                              | -12 pp                  |
| 2023/24 (final)       | 60%         | 78%                              | -18 pp                  |
| 2022/23 (final)       | 60%         | 77%                              | -17 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 | 69%         | 80%                              | -11 pp                  |
| 2024/25 (revised)     | 92%         | 81%                              | 11 pp                   |
| 2023/24 (final)       | 40%         | 79%                              | -39 pp                  |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 70%         | 79%                              | -9 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 (2 term) | 6.1%        | 5.2%             | Above                          |
| 2023/24 (3 term) | 4.9%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 6.2%        | 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 (2 term) | 19.1%       | 13.3%            | Above                          |
| 2023/24 (3 term) | 9.2%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 16.3%       | 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026



© Crown copyright