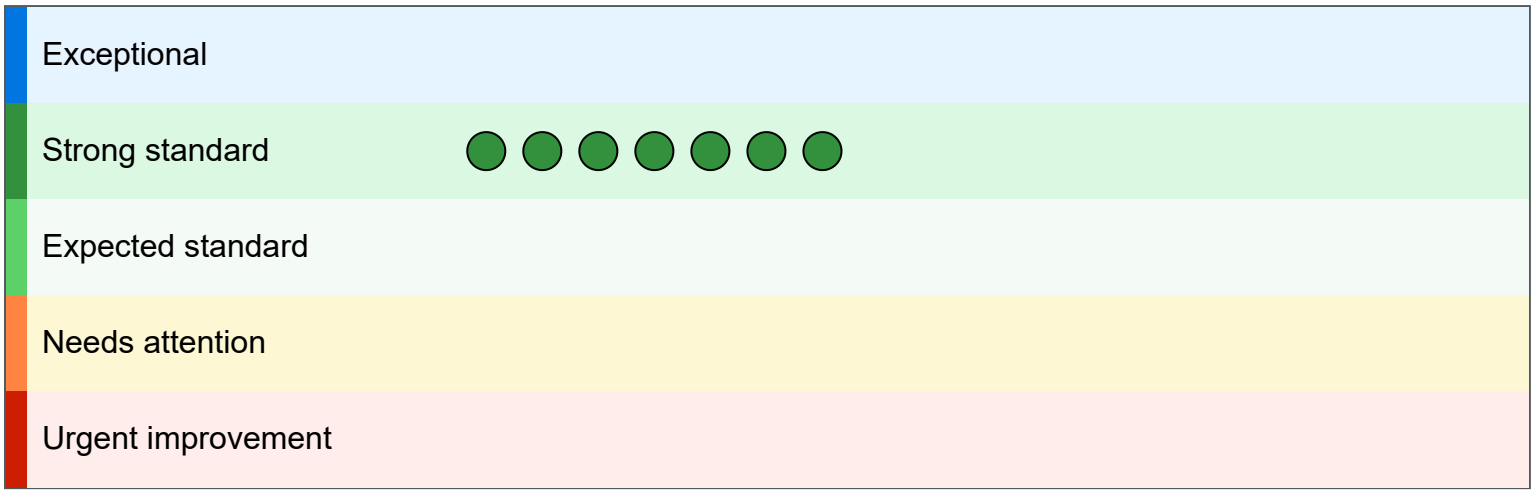
Park Street CofE Primary School

Address: Lower Park Street, Cambridge, Cambridgeshire, CB5 8AR

Unique reference number (URN): 110837

Inspection report: 20 October 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.

Strong standard

Achievement

Strong standard

Pupils develop secure knowledge and skills in a range of subjects. They typically achieve above the national averages in national tests. The school is particularly effective in narrowing gaps for pupils who start behind their peers. This includes pupils with special educational needs and/or disabilities (SEND), those who have English as an additional language and those whose learning has been disrupted. Pupils develop secure scientific knowledge, increasing accuracy in drawing and a deep understanding of the way historic societies and events influence our modern world. Due to the school's well-organised and systematic approach to teaching the basics, pupils develop a high level of reading, calculation and writing fluency. Pupils are proud of their academic achievements and enjoy talking about what they have learned.

Leaders ensure that pupils are ready for success in their next stage of learning. They work closely with parents to help pupils prepare for secondary school.

Attendance and behaviour

Strong standard

Attendance is above the national average and has continued to improve over recent years. Leaders' work has a demonstrably positive impact on pupils' attendance. The school works closely with families to understand and address any barriers to regular attendance. Where needed, leaders work effectively with the local authority and other agencies to secure appropriate support for families. Through these efforts, leaders help parents to recognise the importance of pupils attending every day.

Pupils consistently develop mature and responsible attitudes to learning. Classrooms have a calm and studious atmosphere in which pupils can concentrate and engage in their work. Leaders establish clear expectations for behaviour and ensure that they are taught and practised consistently. Staff provide carefully judged support to help pupils keep calm and focused, while maintaining very high expectations for how pupils learn and treat one another. When rare incidents occur, the school follows up by reinforcing expectations, including respect for others' personal space. Pupils value recognition for their kindness and their efforts in class.

Curriculum and teaching

Strong standard

Leaders have systematically established the conditions for successful curriculum and teaching. They have developed a culture in which all staff take responsibility for pupils' progress. Leaders have built considerable expertise across the staff team. This ensures that teachers have the time and support needed to develop the curriculum and refine their practice. Small group teaching and clear explanations help pupils to build their knowledge securely. Teachers establish a steady, fluent flow of interaction with pupils, checking and developing their understanding as learning progresses.

The curriculum is intellectually ambitious while maintaining a strong focus on the basics. Leaders have organised teaching so that pupils develop their reading, writing and

mathematical knowledge systematically from the early years onwards. Familiar routines bring structure and precision to lessons. This ensures pupils have frequent opportunities to practise and secure essential knowledge. In wider subjects, teachers draw on their good subject knowledge to develop pupils' understanding of important concepts and ideas. For example, pupils learn about ancient trade routes, how the circulatory system works and how to represent facial features accurately in portraits.

Regular and thorough checks of pupils' learning give leaders and teachers a detailed understanding of how well pupils are progressing. They use this information skilfully to adapt subsequent teaching. Leaders are embedding newer approaches to the teaching of handwriting. This is so that pupils develop the level of fluency and proficiency that matches their already well-developed sentence structure and composition skills.

Early years

Strong standard

Children get off to a happy and productive start as soon as they join the Reception Year. Leaders ensure that staff are well supported and that expertise in child development is deployed thoughtfully. This enables adults to spend purposeful time with children and respond to their developing needs. The curriculum is well sequenced. Activities provide regular opportunities for children to practise and secure important early skills, including phonics and number. Staff plan engaging activities that help children develop control when using tools such as scissors, pencils and paintbrushes. Small group and effective individual teaching help children build these skills quickly.

The setting is calm and focused. There are warm relationships between staff and children. Staff make time each day for conversation, stories, teaching and praise. They ensure that children have frequent opportunities to develop their speech, language and understanding. Children learn to interact confidently with adults and older pupils and develop a strong sense of belonging. Children experience a lot of enjoyment and success. This includes children with special educational needs and/or disabilities. Leaders work closely with parents before children start school, including through home visits. This helps staff to identify needs early and establish positive relationships with families.

Inclusion

Strong standard

Leaders have developed an inclusive approach that has a demonstrably positive impact on pupils who need additional support. Staff have built up considerable expertise. They draw on their detailed knowledge of pupils to adjust provision thoughtfully and responsively. This helps pupils take great strides in their learning, confidence, communication and social skills.

Teachers and support staff make subtle adjustments to their teaching and interactions throughout the day. This ensures they respond to pupils' needs without disrupting their learning or that of their peers. For example, staff manage sensory breaks carefully and insightfully so that pupils can recoup their focus and return quickly to learning. The school also considers carefully how changes to mixed-age classes affect pupils' friendships and relationships. Thorough handovers between classes, involving all staff, help ensure that pupils' needs are understood and support continues seamlessly.

Leaders use additional funding intelligently to secure expertise and time, develop staff knowledge and remove barriers to pupils' participation. This includes ensuring that pupils can access trips, clubs and residential visits. The school works closely with families and external professionals, including the local authority, to coordinate highly effective support and provide positive experiences for pupils.

Leaders have established a firm foundation of support for pupils' speech and language development. For example, staff use a range of approaches, including translation and pictures, to help pupils who speak English as an additional language. Leaders are embedding their continuing work on speaking and listening to help all pupils become increasingly confident and thoughtful conversationalists.

Leadership and governance

Strong standard

Leaders have systematically developed the school's cultures and systems. They have established a coherent approach to curriculum, teaching and inclusion. Their sustained work has built a stable and knowledgeable staff team that diligently supports pupils' learning and development. Leaders' decisions are informed by evidence and reflection. Their positive impact is evident across the school. This is particularly apparent in the difference the school makes to pupils whose experiences and starting points vary considerably.

Leaders draw on the experience and expertise of staff to make decisions in pupils' best interests. They work collaboratively to ensure that the school's offer is inclusive and that pupils can access a broad range of learning and wider experiences. Leaders use additional funding thoughtfully to secure appropriate support and help remove barriers to participation.

Leaders have clear priorities for further improvement. Their work to develop pupils' writing, speaking and listening skills is already having an impact and builds on a well-established and high-quality curricular approach. Leaders review all educational approaches carefully, drawing on research, professional expertise and the practice of other schools. They also consider carefully what will work best for their own pupils.

Governors know the school well and are committed to its continued success. They provide thoughtful support and challenge across key aspects of the school's work. This includes on behaviour, attendance and provision for pupils with additional needs. They also consider leaders' and staff's wellbeing, providing effective support if tricky issues arise. Leaders and governors maintain positive links with parents and carers and the wider community.

Personal development and wellbeing

Strong standard

Leaders take a thoughtful and continually developing approach to pupils' personal development. The personal development programme significantly enhances pupils' confidence and willingness to take part in new experiences. Leaders seek out opportunities to enrich the curriculum and help pupils develop a deeper understanding of the wider world. Strong connections with the local community broaden the experiences available to all pupils, including through clubs and trips. These opportunities are stimulating and culturally enriching. For example, pupils take part in residential visits, explore museums and places of historical interest. They also experience activities that introduce them to different careers and possibilities for their future. Pupils speak enthusiastically about the clubs available to

them, including opportunities to develop skills such as coding and Latin. Leaders are careful to ensure that opportunities are accessible to all pupils. The school provides additional support so that nothing stands in the way of pupils being able to take part.

Pastoral support is timely, sensitive and effective. Leaders work closely with families to understand pupils' needs and ensure that appropriate support is in place. The school provides a range of well-considered support, including nurture groups and additional mental health help where needed.

Pupils learn about different cultures, beliefs and customs, including those of their peers. This helps them develop respect and appreciation for the experiences of others. The well sequenced personal, social, health and economic education curriculum teaches pupils how to keep themselves safe and make healthy choices. Pupils learn about internet safety, healthy eating and positive friendships.

Pupils have meaningful opportunities to contribute to school and take responsibility for others. Older pupils undertake a range of formal and informal roles. This includes helping younger children and supporting the smooth running of the school. Pupils also show care for the wider community, including through their support for many charitable causes.

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

Pupils feel welcome and valued at this vibrant and friendly school. Pupils experience warm relationships and a settled, orderly atmosphere. Pupils understand the routines and expectations that help their classrooms run smoothly. They learn to be considerate of one another and take pride in their contributions to school life. Adults respond sensitively if pupils encounter difficulties, helping pupils to move forward. Pupils feel and are safe here.

Learning is purposeful and ambitious. The school's approach to behaviour creates a distinctly studious and harmonious culture in lessons. Due to a well-sequenced curriculum and precise teaching, pupils steadily and successfully build their knowledge from the basics of reading, writing and mathematics to exploration of more complex ideas in subjects like history, geography and science. Pupils have frequent opportunities to practise important skills. They take pride in what they can produce. Staff are experts at helping pupils to catch up on missed learning. For pupils who need additional support, staff work together to ensure the support is bespoke and highly effective. It helps pupils to develop their communication, confidence, social skills and ability to engage in learning.

There is much for pupils to experience beyond their everyday lessons. Trips, residential visits and clubs introduce them to new places, new interests and possible future careers. Pupils enjoy activities such as coding, Latin and trips to interesting landmarks and museums in London. Older pupils take on responsibilities around the school, support younger children and contribute to charitable activities. Pupils also learn a lot about different cultures, how to stay safe and healthy and how to build respectful relationships. Leaders ensure that every pupil can take part in the full life of the school. Pupils also receive sensitive and positive approach to pastoral care. This includes opportunities to talk and receive effective additional help when difficulties arise.

Next steps

- Leaders should continue to build on and embed the school's established approaches to developing pupils' speech, language and communication, so that pupils become confident, articulate and thoughtful communicators.
- Leaders should continue to build on the school's systematic approach to teaching writing, so that pupils' handwriting is consistently fluent and well presented, in keeping with the high quality of their written composition.

About this inspection

The chair of the board of governors in this school is Laura Kirsop.

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

This inspection took place from 20 to 21 October 2026.

Inspectors spoke with the headteacher, assistant headteacher, teachers and pupils. The lead inspector spoke with the chair of governors and other members of the governing body, as well as a representative from the local authority.

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

This school is registered as having a Christian religious character. It is in the Diocese of Ely. Its last section 48 inspection was in July 2019.

The school currently makes use of one unregistered alternative provision.

Headteacher: Sarah Hawker

Lead inspector:
Hannah Stoten, His Majesty's Inspector

Team inspector:
Lisa Allison, 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 20 October 2026

School and pupil context

Total pupils

116
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: 268

School capacity

125
Well 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)

19.83%
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: 26.5%

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

5.17%
Close to 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: 4.1%

Pupils with special educational needs (SEN) support

11.21%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	72%	62%	Above
2023/24 (final)	71%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	89%	75%	Above
2023/24 (final)	86%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	79%	72%	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
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	89%	74%	Above
2023/24 (final)	100%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S

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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

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‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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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
2025/26 (1 term)	5.4%	5.1%	Close to average
2024/25 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	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
2025/26 (1 term)	14.6%	14.4%	Close to average
2024/25 (3 term)	8.7%	13.0%	Below
2023/24 (3 term)	12.0%	14.6%	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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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