

# Tickhill St Mary's Church of England Primary and Nursery School

Address: St Mary's Road, Tickhill, Doncaster, South Yorkshire, DN11 9LZ

Unique reference number (URN): 106777

## Inspection report: 27 January 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.

## Strong standard ●

### Early years

Strong standard ●

Early years provision is a strength of the school. Children make an excellent start to their education at Tickhill St Mary's. Children's transition into the school is carefully managed through close partnerships with families and previous childcare settings.

Leaders have designed an ambitious curriculum that builds progressively from Nursery. The curriculum and planned experiences are closely matched to children's needs, including for children with special educational needs and/or disabilities. Leaders carefully consider the support each child needs to successfully engage with the learning environment. Early reading is a priority, and children learn to read quickly and fluently when they start Reception. They make rapid progress in phonics thanks to opportunities to apply their learning throughout the day.

Staff consistently model high-quality language through their interactions with children. They set up purposeful activities to deepen children's understanding. Children regularly use the vocabulary they have been taught and apply newly learned skills as they work and play alongside each other.

Children are highly engaged, confident and enthusiastic learners. Routines are well established, behaviour is calm and no learning time is wasted. Leaders have carefully adapted provision to support children's physical development and readiness for Year 1. As a result, children make strong progress from their starting points and are very well prepared for the next stage of their education.

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## Expected standard ●

### Achievement

Expected standard ●

By the end of key stage 2, pupils achieve well. Pupils' outcomes in national tests in reading, writing and mathematics are typically close to or above national averages. Most pupils are well prepared for the next stage of their education. The work pupils produce shows that, across the curriculum, pupils make secure progress. In most subjects, pupils learn the intended curriculum and develop increasingly broad and deep knowledge over time.

Typically, pupils secure the basic knowledge they need in reading, writing and mathematics. The school has established effective systems for identifying and addressing gaps in pupils' learning. Leaders use checks on pupils' progress to target additional support, including through additional teaching sessions before school and during the school day.

Disadvantaged pupils and those with special educational needs and/or disabilities receive support outside the classroom that is well matched to their needs. The school closely monitors the impact this has on pupils' progress.

## Attendance and behaviour

Expected standard 

Pupils' attendance is above the national average. Leaders quickly address pupils' attendance if it begins to decline. They maintain close oversight of how well pupils are attending school. For most pupils, the school's close relationships with families and timely action from leaders quickly address any dips in attendance. Leaders clearly communicate their expectations regarding attendance and the impact of 'days lost' on progress. They provide practical support to help raise attendance where needed.

The majority of pupils have a positive attitude to learning and are extremely proud of the work they produce. Staff praise pupils regularly. There is a culture of care and support that pupils appreciate. A renewed behaviour policy has provided clarity regarding behaviour management across the school. The school puts in place tailored support for pupils with special educational needs and/or disabilities. Staff and pupils understand the expectations for behaviour. Pupils are motivated by the recently introduced house reward system. Most pupils behave well in lessons and around school, although leaders continue to address pockets of poor behaviour that do not align with their expectations. Bullying rarely happens. When it does, staff deal with it quickly, as they do when any instances of poor behaviour arise.

## Inclusion

Expected standard 

Leaders understand the school community well. They have clear systems to identify, assess and address pupils' needs when they join the school or as time goes on. Leaders' partnerships with families, local agencies and external specialists help this cycle to work well for pupils.

Leaders have recently further strengthened their engagement with external advice and expertise. They have embedded a structured approach to identifying pupils' needs, setting up provision to meet them and evaluating its impact. As part of this, leaders have provided training to enable staff to identify quickly when a pupil needs additional support.

The needs of pupils with special educational needs and/or disabilities (SEND) are carefully considered, both academically and socially. For example, pupils who require support to manage their emotions learn effective strategies to help them during the school day. This work is underpinned by the actions of caring and nurturing staff.

Leaders carefully monitor provision for pupils with SEND and those with other barriers to their learning through regular meetings and checks on their progress. This helps leaders to see the positive impact of additional teaching sessions or other aspects of the support pupils receive.

Leaders recognise the barriers that disadvantaged pupils face. They ensure that additional funding for these pupils is used in a meaningful way.

## Leadership and governance

Expected standard 

Leaders and staff put pupils at the centre of all they do. As a whole-school team, they strive to ensure all pupils belong, achieve and thrive at Tickhill St Mary's. Staff are happy to work at the school and feel 'part of the family'. Staff report their wellbeing and workload are well considered. They receive the training and development they need to build relevant expertise.

Leaders know the school's strengths and areas to develop. Their recent work to improve behaviour and rates of attendance has had a positive impact. Leaders' focus on strengthening systems to identify and support pupils with special educational needs and/or disabilities (SEND) is making a difference. Leaders have identified and begun to address other areas for improvement, for example, improving how staff adapt the curriculum and design tasks to remove pupils' barriers to learning and close gaps in their knowledge.

Staff and leaders share a clear commitment to understanding and meeting the needs of pupils with SEND and disadvantaged pupils. To underline this, leaders have engaged with external experts to deliver professional development to strengthen this area of the school's work. Leaders recognise that some of the improvements they have made are new. More time is needed for these to embed and result in a consistent approach across the school.

Those responsible for governance fulfil their statutory duties well. They are well aware of their responsibilities and know the strategic direction of the school. Governors are considerate and balanced when allocating financial resources. The support and challenge they provide help to drive school improvement.

## Personal development and wellbeing

Expected standard 

The school has a broad personal development offer. There is a wide variety of extra-curricular activities and pupil leadership roles. Pupils value and enjoy the opportunities provided. Most pupils are involved in at least one club or hold a leadership role. Pupils are encouraged to suggest and lead clubs themselves. For example, LEGO and art clubs are run by pupils. Pupils are proud to take part in the life of the school.

The school tracks pupils' involvement in extra-curricular activities and leadership roles, targeting support for access where this is needed. Leaders ensure that pupils with special educational needs and/or disabilities or disadvantaged pupils have full access to the opportunities available to them throughout their school journey.

The well-planned personal, social and health education curriculum has been designed to meet the needs of the school. Pupils learn how to stay safe in their local area as well as key messages about online safety. Pupils enjoy the careers week. They look forward to representing their school in regional and local competitions. Promoting pupils' spiritual and character development is a central part of school life. Pupils regularly come together to reflect on their feelings. They consider how they can contribute to the school and the community around them. Pupils describe the importance of treating others with respect. Most pupils have a general understanding of fundamental British values, such as democracy, tolerance and the rule of law. They know how these relate to life in school.

The school has recently prioritised developing pupils' social skills and ability to resolve conflicts through the curriculum and behaviour approach in school. This helps pupils to identify what it means to be a good friend. Pupils learn about friendship and healthy relationships more generally, at an age-appropriate level.

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## Needs attention

### Curriculum and teaching

Needs attention 

Some aspects of leaders' work to improve teaching across the school are in their infancy. For example, in some instances, teachers do not adapt their classroom teaching to remove barriers for pupils with special educational needs and/or disabilities (SEND) and to address gaps in pupils' knowledge. Instead, pupils' needs or gaps are addressed outside of the classroom through additional teaching sessions. As a result, pupils with SEND do not consistently receive the in-class support they need to access the curriculum alongside their peers. More generally, the progress of pupils with gaps in their knowledge is slowed. Leaders are aware that this is an ongoing priority.

Leaders have designed a broad and balanced curriculum that is carefully sequenced to build learning gradually. They ensure that staff have the required subject knowledge to deliver it effectively. There is a clear focus on the important knowledge and skills pupils need, particularly in the core subjects of reading, writing and mathematics. However, there is variability in the teaching of key knowledge, such as aspects of writing. Leaders have drawn upon external expertise and research to review and improve teaching approaches. For example, they have altered the structure of lessons to include time for pupils to secure key facts before moving on. Again, this work is at an early stage.

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

Pupils are happy and attend well at Tickhill St Mary's. They feel that they belong and are included in school life. Pupils believe they can achieve whatever they put their mind to. In this sense, pupils embody the school motto of 'life in all its fullness'.

Pupils relish the opportunities they have to contribute to school life, either through the 'action team', the 'friendship force' or as guinea pig monitors. Pupils enjoy attending the clubs they have suggested and, in some cases, run themselves.

Children in the early years are engrossed in their learning each day and keen to share their ideas. Pupils enjoy their lessons throughout the school. By the end of key stage 2, pupils achieve well. Their outcomes in national tests are close to or above national averages. The needs of pupils with special educational needs and/or disabilities (SEND) are well understood. Leaders continue to improve the precision of the support that pupils with SEND receive. Pupils with gaps in their knowledge receive additional teaching and tailored support to catch up.

Most pupils behave well throughout the school day. The school's new approach to behaviour has introduced clear expectations for pupils to meet. Pupils are motivated by the new house points system and other rewards in their classrooms. Bullying happens occasionally, although pupils are confident that staff will deal with it. Pupils are safe here. They know that staff have their best interests at heart. Pupils are confident that they can talk to staff if they have any worries.

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## Next steps

- Leaders should ensure that classroom teaching is carefully adapted to meet pupils' needs, whether these relate to gaps in foundational knowledge or barriers to learning.
  - Leaders should continue to monitor and evaluate progress against the school's priorities for improvement, ensuring their actions are having the intended impact.
  - Leaders should ensure that their new behaviour policy continues to drive improved behaviour throughout the school.
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## About this inspection

The chair of the board of governors in this school is Gareth Rowbotham.

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.

Inspection activities:

Inspectors spoke to senior leaders and members of the governing body during the inspection.

Inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. This Church of England school is part of the Diocese of Sheffield. The last section 48 inspection for schools of a religious character took place in 2022.

The school does not make use of any alternative provision.

Headteacher: Rebecca Kendrew-Jones

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**Lead inspector:**

Georgina Chinaka, His Majesty's Inspector

**Team inspectors:**

Zoe Helman, His Majesty's Inspector

Adrian Fearn, 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 27 January 2026

## School and pupil context

**Total pupils**

**219**

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**

**210**

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)**

**12.81%**

Below 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**

**2.28%**

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: 3.5%

**Pupils with special educational needs (SEN) support**

**3.65%**

Well below 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	69%	61%	Above
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	76%	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	85%	74%	Above
2024/25 (revised)	92%	75%	Above
2023/24 (final)	82%	74%	Above
2022/23 (final)	83%	73%	Above

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	88%	72%	Above
<b>2024/25 (revised)</b>	88%	72%	Above
<b>2023/24 (final)</b>	82%	72%	Above
<b>2022/23 (final)</b>	93%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	79%	73%	Close to average
<b>2024/25 (revised)</b>	75%	74%	Close to average
<b>2023/24 (final)</b>	79%	73%	Close to average
<b>2022/23 (final)</b>	83%	73%	Above

### **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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	54%	46%	Close to average
<b>2024/25 (revised)</b>	S	47%	S

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	S	46%	S
<b>2022/23 (final)</b>	67%	44%	Above

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	77%	62%	Above
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	S	62%	S
<b>2022/23 (final)</b>	67%	60%	Close to average

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	69%	59%	Above
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	S	58%	S
<b>2022/23 (final)</b>	67%	58%	Close to average

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	77%	60%	Above
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	S	59%	S
<b>2022/23 (final)</b>	67%	59%	Close to average

'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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	54%	68%	-14 pp
<b>2024/25 (revised)</b>	S	69%	S
<b>2023/24 (final)</b>	S	67%	S
<b>2022/23 (final)</b>	67%	66%	0 pp

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	77%	80%	-3 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	80%	S
<b>2022/23 (final)</b>	67%	78%	-12 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	69%	78%	-9 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	S	78%	S
<b>2022/23 (final)</b>	67%	77%	-11 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	77%	80%	-3 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 pp

'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.

## 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)	3.7%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	5.0%	5.9%	Below

### 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)	7.6%	13.3%	Below
2023/24 (3 term)	8.0%	14.6%	Below
2022/23 (3 term)	14.1%	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.

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