



Rossington St Michael's CE Primary School

Proud to be part of the Diocese of Sheffield Academy Trust
Executive Head Teacher: Mrs Philippa Cousins Head of School: Mr Matthew Walker
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All are welcome, All are accepted, All achieve and All are loved.



1st May 2026

Dear Parents/Carers,

Ofsted report

I am delighted to share the wonderful news that following our recent Ofsted inspection, our school has received a highly positive report. We are incredibly proud of this achievement and wanted to take the opportunity to thank you for your continued support and partnership.

The report recognises the hard work, commitment, and dedication of our staff, pupils, local school board, and wider school community. Inspectors praised many aspects of school life, including the quality of teaching, pupils' behaviour and attitudes, the supportive learning environment, and the care and encouragement provided to every child.

We are especially pleased that the report highlights how our *pupils thrive as a result of leaders' ambition to create a positive environment where all pupils are included. This inclusive ethos extends to the school's offer for pupils' wider opportunities beyond the academic.* This was echoed in the verbal feedback from the lead inspector who shared about the love which all staff have for every child in our school. We work incredibly hard to nurture this every day.

This outcome reflects the collective effort of everyone involved in our school community. Your support at home, encouragement of your children, and engagement with school life play a vital role in helping our pupils thrive.

While we are proud of this achievement, we also remain committed to continuous improvement and ensuring the very best opportunities for all children. The report provides valuable feedback that will help guide our next steps as we continue to build on our successes.

A copy of the full Ofsted report is available on the school website and the Ofsted website for you to read in full.

I would like to take this opportunity to thank Miss Birks and the whole school staff who have created such an incredible school to take on, as headteacher, and I am so proud to continue Miss Birks' hard work.

Thank you once again for your ongoing support. We are excited about the future and look forward to continuing to work together for the benefit of all our children.

Yours sincerely,

Mrs P Cousins
Executive Headteacher

Mr M Walker
Head of School

Rossington St Michael's CofE Primary School

Address: Sheepbridge Lane, Old Rossington, Doncaster, South Yorkshire, DN11 0EZ

Unique reference number (URN): 144345

Inspection report: 10 March 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 

From their entry to the school's early years provision, children typically make appropriate progress from their starting points. By developing their foundational knowledge consistently, they are well prepared for the transition to key stage 1. This steady progress also leads to phonics screening check outcomes that are consistently higher than national averages.

Over time, pupil outcomes at the end of Year 6 are close to national averages or higher. For disadvantaged pupils, these outcomes are consistently higher than for disadvantaged pupils nationally. In some cases, the gap between the school's disadvantaged pupils and non-disadvantaged pupils nationally is closing rapidly or has closed. Pupils' attainment at higher standards is more variable. Across the school, pupils tend to make appropriate progress in other curriculum areas. Their grasp of key skills and essential knowledge is secure. This means that they are prepared well for the next stage of their education.

Attendance and behaviour

Expected standard 

Pupils' attendance has historically been low. Leaders have demonstrated a tenacious and relentless approach to improving this picture. They have an incisive understanding of the root causes of poor attendance. Leaders' actions to address pupil absence are highly effective. Their highly effective actions have led to significant improvements, with overall attendance increasing and persistent absence decreasing. In particular, the attendance figures for disadvantaged pupils and those with special educational needs and/or disabilities (SEND) have improved over a short period of time.

Across the school, many pupils show high levels of cooperation and respect. They model positive attitudes towards their learning and towards the learning of others. Disruption to learning is infrequent. Classrooms are calm and orderly. Leaders' high expectations for behaviour and attitudes to learning are typically met. Bullying and discrimination are not tolerated. Staff work hard to develop productive and positive relationships with pupils. They understand the school systems for helping pupils with their behaviour. Staff receive the training and support they need to implement these systems consistently. There are times when pupils, particularly those with more profound SEND, need more bespoke support to help with their emotional needs. This support is usually effective.

Curriculum and teaching

Expected standard 

Over time, leaders have refined and revised the curriculum across the school in all subjects. This ambitious, high-quality curriculum is carefully sequenced across individual subjects and phases. It allows pupils to develop a bank of secure knowledge and skills over time. For example, younger pupils use appropriate vocabulary to describe the structure of a plant. Pupils in other year groups demonstrate their development of technical skills in art. Older pupils speak articulately about their work on Ancient Rome. They make informed links between this learning and their experience of the rule of law. Pupils particularly enjoy the school's enquiry-based approach to science. This broad curriculum consistently promotes the development of pupils' reading, writing and vocabulary across all areas of study.

Teachers have appropriate subject knowledge. This helps to secure increasingly effective teaching of the curriculum. Alongside targeted support and intervention, this means that pupils develop the skills and knowledge they need to keep up with their peers. Adaptations to teaching and tasks in the classroom are typically suitable and timely. On occasion, teaching approaches are less successful than intended. This leads to some inconsistencies in the quality of work that some pupils produce.

Early years

Expected standard 

Leaders have made the development of a high-quality curriculum in Nursery and Reception a high priority over the last 18 months. Consequently, children benefit from a successful start to their learning journey. The curriculum, implemented effectively by well-trained staff, gives children every chance to make progress from their starting points. This means that they are typically well prepared for the next stage of their education.

A sharp focus on early reading, phonics, number, communication and language means that children are supported well in their development of these key skills. The interactions between staff and children are often well considered. They typically help children to consolidate their learning. However, at times, these interactions vary in their quality. They do not consistently promote children's development of language and vocabulary.

The emphasis on reading is evident across the early years setting. The core of the curriculum is based on developing a love of books and of reading. Children enthusiastically share their reading and writing skills with visitors. Structured sessions develop a consistent base of phonics knowledge for pupils. They then use this knowledge in their independent activities. Positive partnership work with parents and carers helps to promote and extend children's learning beyond the school day.

Inclusion

Expected standard 

Leaders demonstrate a firm commitment to inclusion. Inclusive practice is embedded within the school's vision and values. Staff recognise their shared responsibility for supporting vulnerable pupils. Leaders and staff are highly attuned to individual pupils' needs. They use data and observations effectively to monitor pupils' progress. Where necessary, well-trained staff make adaptations to tasks or to their teaching. Their actions reduce barriers to learning for many pupils.

Intervention and support are closely matched to emerging needs. This means that vulnerable pupils, including those with special educational needs and/or disabilities (SEND), can succeed. Leaders understand that a more precise approach to identifying pupils' barriers to learning is needed at times. This is typically for a small proportion of pupils with multiple and profound needs that might change rapidly and unpredictably.

The school engages well with families and relevant professionals to seek the most appropriate support for pupils. The support offered to disadvantaged pupils using the government's additional funding has a notable impact on outcomes for these pupils. Other

pupils, including those with SEND and those who are known, or previously known, to social care, also benefit from targeted support.

Leadership and governance

Expected standard 

Leaders and those responsible for governance are effective and focused on continual improvement. They have a clear understanding of the school's areas of relative strength and of the steps needed for further improvement. By identifying areas for refinement, leaders take swift and effective action to drive these improvements.

The decisions made by leaders have pupils' best interests at their core. This applies equally to disadvantaged pupils, those with special educational needs and/or disabilities and those who have other vulnerabilities. External agencies comment positively on the school's work to support those pupils who are known, or who are previously known, to social care.

The most senior leaders at school and trust level ensure that they fulfil their statutory responsibilities. Those responsible for governance hold leaders to account. They are well informed and ask pertinent questions of leaders. Members of the local school board and the trust board have appropriate oversight of the implementation of school development priorities. Leaders' actions demonstrate consistent and sustained improvements in these areas, most notably around pupils' attendance.

Staff morale is high. Their workload and wellbeing are well considered. Staff are valued, respected and feel highly supported in all aspects of their work. A targeted programme of training for staff assists in enhancing their professional development. Early career teachers are well supported. They value the support they receive from their mentors and other staff.

Personal development and wellbeing

Expected standard 

A well-planned and comprehensive approach to personal development helps pupils to quickly develop high levels of tolerance for others and respect for diversity. The 'no outsiders' ethos is evident across the school. For example, older pupils exemplify commendable attitudes towards peers with any form of additional needs. The content of the personal development and wellbeing programme is adapted where necessary so that all pupils benefit from it, including those who are disadvantaged. Pupils' grasp of online and offline safety is tangible. They have an appropriate understanding of the school's relationships curriculum. Pupils confidently discuss healthy and 'toxic' relationships at an age-appropriate level.

Leaders ensure that pupils gain a sense of spirituality that extends beyond the school's religious designation. Across the school, pupils have an appropriate awareness of how spirituality is expressed across a range of different religions and cultures. As a result of the school's work, pupils from all backgrounds enjoy harmonious relationships with each other. Pupils' moral awareness is established from an early age. They talk with understanding about how to sensibly resolve issues between themselves and their peers. This helps pupils develop their own unique characters while living up to the school's expectations.

A strength of the school's wider offer is evidenced through pupils' understanding of the protected characteristics. Pupils articulate these concepts clearly. They understand the

dangers of hate crime, discrimination and stereotyping. Pupils also develop their understanding of fundamental British values.

The pastoral support in school is also a significant strength. A well-trained team of staff is keenly attuned to the needs of pupils. Leaders responsible for both pupils with special educational needs and/or disabilities and for pastoral support work together seamlessly to enhance this element of provision. Pupils, including those who benefit most from this targeted support, are given every opportunity to thrive.

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

Pupils thrive as a result of leaders' ambition to create a positive environment where all pupils are included. This inclusive ethos extends to the school's offer for pupils' wider opportunities beyond the academic. For example, pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, perform to a high standard in the school orchestra. By learning to respect and appreciate others, pupils are well prepared for life in modern Britain.

High-quality curriculums provide pupils with the foundations for a tangible love of learning. Pupils make meaningful links between their learning in different curriculum subjects. Skilled staff seek to identify and remove barriers to learning for pupils, including those with SEND. As a result, pupils across a wide range of demographics typically achieve positive outcomes. Disadvantaged pupils achieve particularly well by the end of Year 6. This ensures that pupils are suitably prepared for their next steps.

Behaviour across the school is generally positive. Pupils of all ages are typically polite, well-mannered and engage positively with their learning. Bullying and discriminatory behaviour are uncommon. The school addresses these swiftly and effectively if they do occur. Pupils' attendance over time has been considerably lower than for pupils nationally. Leaders have taken effective action to address this, making the school a place where pupils want to be. As a result, pupils' attendance has improved significantly over the last 18 months.

Next steps

- Leaders should ensure that, through personalised high-quality professional development for staff, highly effective teaching is embedded across subjects so that consistently well-designed tasks enable pupils to achieve their full potential.
 - Leaders should ensure that they continue to refine how they identify and address pupils' social, emotional and academic barriers so that all pupils can engage in learning and produce high-quality work.
 - Leaders should ensure that the high expectations of the new early years curriculum are embedded in daily practice by fostering high-quality interactions between all staff and children so that children's learning can be strengthened.
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About this inspection

This school is part of the Diocese of Sheffield 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, Alison Adair, and overseen by a board of trustees, chaired by Huw Thomas.

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

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

Inspectors spoke with the headteacher, other school staff, members of the local school board, representatives of the trust, a representative of the diocese and the headteacher of the local authority virtual school. They also spoke with groups of pupils, visited a sample of lessons and looked at pupils' work across a number of curriculum subjects. Inspectors also spoke with some parents and carers.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. This means that it is also inspected under section 48 of the Education Act 2005. The school's most recent section 48 inspection was in March 2023.

The school does not use any alternative provision.

Headteacher: Jenny Birks

Lead inspector:

Richard Beadnall, His Majesty's Inspector

Team inspectors:

Amy Blackburn, His Majesty's Inspector

Bev Blanchfield, 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 10 March 2026

School and pupil context

Total pupils

365

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

443

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.64%

Close to 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

2.19%

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

16.71%

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

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	70%	61%	Above
2024/25 (revised)	64%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	77%	61%	Above
2022/23 (final)	68%	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	83%	74%	Above
2024/25 (revised)	86%	75%	Above
2023/24 (final)	92%	74%	Above
2022/23 (final)	68%	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
Latest 3 year average	80%	72%	Above
2024/25 (revised)	79%	72%	Close to average
2023/24 (final)	83%	72%	Above
2022/23 (final)	78%	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
Latest 3 year average	83%	73%	Above
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	85%	73%	Above
2022/23 (final)	82%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	46%	Above
2024/25 (revised)	57%	47%	Close to average
2023/24 (final)	71%	46%	Above
2022/23 (final)	64%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National average	Compared with national average
Latest 3 year average	78%	62%	Above
2024/25 (revised)	79%	63%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	88%	62%	Above
2022/23 (final)	64%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	59%	Above
2024/25 (revised)	79%	59%	Above
2023/24 (final)	76%	58%	Above
2022/23 (final)	64%	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
Latest 3 year average	71%	60%	Above
2024/25 (revised)	71%	61%	Close to average
2023/24 (final)	76%	59%	Above
2022/23 (final)	64%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	68%	-3 pp
2024/25 (revised)	57%	69%	-12 pp
2023/24 (final)	71%	67%	3 pp
2022/23 (final)	64%	66%	-2 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	78%	80%	-2 pp
2024/25 (revised)	79%	81%	-2 pp
2023/24 (final)	88%	80%	9 pp
2022/23 (final)	64%	78%	-14 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	73%	78%	-4 pp
2024/25 (revised)	79%	78%	0 pp
2023/24 (final)	76%	78%	-1 pp
2022/23 (final)	64%	77%	-13 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	71%	80%	-9 pp
2024/25 (revised)	71%	81%	-9 pp
2023/24 (final)	76%	79%	-3 pp
2022/23 (final)	64%	79%	-15 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	8.2%	5.5%	Above
2022/23 (3 term)	7.8%	5.9%	Above

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)	11.6%	13.3%	Close to average
2023/24 (3 term)	26.1%	14.6%	Above
2022/23 (3 term)	25.0%	16.2%	Above

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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