



Travis St Lawrence CofE Primary

Proud to be part of the Diocese of Sheffield Academy Trust

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Together we belong, believe, learn, achieve



10.06.2026

Dear Parents/Carers,

Ofsted report

We are 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 so proud of the comments in the report: *Pupils enjoy coming to school and have a keen sense of belonging. They are proud of how welcoming their school is. Pupils are taught to embrace and celebrate the diversity of their peers and their families.* This was echoed in the verbal feedback from the lead inspector who shared that our EYFS children were all '*little learners*'.

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.

As Headteacher, I am immensely proud to lead and work alongside the dedicated staff, talented pupils, and supportive families that make our school such a special place. Every day, I witness the commitment, kindness, and determination that underpin our community, creating an environment where children can thrive both academically and personally. The achievements of our pupils, the professionalism of our staff, and the strong partnerships we have built together are a constant source of pride. It is a privilege to be part of a school that values excellence, inclusion, and ambition, and I am proud of all that we continue to accomplish together.

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

Mrs D Jenkinson
Head of School

Travis St Lawrence Church of England Primary School

Address: Cuckoo Lane, Hatfield, Doncaster, South Yorkshire, DN7 6QE

Unique reference number (URN): 149494

Inspection report: 6 May 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 

Pupils typically achieve well across the curriculum. Children who enter early years with knowledge and skills below those typically expected for their age achieve well. By the time they move on to key stage 1, most children are ready to learn the national curriculum in Year 1. Pupils achieve well in phonics, which is reflected in above average attainment in the Year 1 phonics screening check.

Although published outcomes in 2025 in some subjects are lower than national averages, this does not fully reflect pupils' progress through the curriculum from their starting points. Pupils are proud of their learning. Most pupils achieve well in reading, writing and mathematics by the time they leave school. Pupils with special educational needs and/or disabilities and those who are disadvantaged mostly achieve well from their starting points.

Pupils generally have secure knowledge of the wider curriculum. For example, they confidently recall much of their geography and science learning. Pupils are ready for their next steps.

Attendance and behaviour

Expected standard 

Leaders demonstrate an astute understanding of attendance issues. They analyse attendance data regularly to constantly review and improve their approach. Staff use a range of supportive strategies to help families overcome barriers to pupils' attendance. Leaders' commitment to this ensures that whole-school attendance is close to national averages and is improving, including for individual pupils. Most pupils arrive at school on time. Some pupils benefit from additional arrangements, such as being welcomed by the school's dog.

Pupils typically behave well. They cooperate with others throughout the school day. The environment is calm and orderly. Pupils typically demonstrate positive attitudes to their learning. They listen well and try hard. Their English and mathematics books are beautifully presented. Sometimes, this pride is not reflected in pupils' work in other subjects. Pupils are friendly and polite. Staff generally use the school's agreed strategies to manage pupils' behaviour well. However, on occasions, some staff do not consistently insist on the high standards that leaders have set. This means that pupils are sometimes unclear about what behaviour is acceptable. Staff provide effective support if pupils struggle to manage their emotions. Leaders take allegations of bullying and prejudicial or derogatory language seriously and deal with them effectively.

Curriculum and teaching

Expected standard 

Since the last inspection, leaders have refined the ambitious curriculum so that it reflects the local context. The curriculum determines and builds important knowledge over time in all subjects. Leaders have selected a wide range of high-quality books to support pupils' learning. Pupils enjoy reading and talk about books with enthusiasm.

Leaders know what is working well and where they can make further improvements. They have prioritised the development of subject leadership. Subject leaders receive training, time and support to monitor their subjects and help staff develop secure subject knowledge.

Teaching is typically effective. Leaders prioritise language and oracy from the early years. Staff explain new learning clearly and provide opportunities for pupils to revisit important learning. This enables pupils to secure their knowledge in English and mathematics. Staff usually use adaptations well in lessons, so that pupils, including those who need extra help, can take part and succeed. Staff make helpful changes to tasks, explanations or resources. They typically identify gaps in pupils' knowledge quickly and provide support to help pupils to catch up. Occasionally, staff's explanations and checks on pupils' understanding are not precise enough. This means that some misconceptions in pupils' knowledge remain.

Early years

Expected standard 

Children make a positive start to their education in the early years. They arrive happily each morning and settle quickly into familiar routines and activities. Staff know children well and build strong relationships with families and other settings. They use this knowledge to support all children effectively, including those with additional needs and barriers to learning or wellbeing.

Leaders have designed a clear and purposeful curriculum. It focuses on the essential knowledge and skills children need to succeed. Early reading, writing and mathematics are priorities. Children develop a love of stories through a carefully chosen range of books. Children begin to recognise letters, sounds and numbers. In the Reception Year, daily phonics and mathematics lessons help children learn to read, write and count.

Staff interact frequently with children during adult-led and play-based activities. They support children's language development by asking open questions and encouraging children to explain their ideas. The shared outdoor environment fosters positive relationships. Children play cooperatively and share resources. The environment is well matched to nursery-age children. Older children are less interested in the activities on offer. They rely on adult support to deepen learning.

Children are ready for Year 1. Most children achieve in line with national expectations by the end of the Reception Year.

Inclusion

Expected standard 

Pupils feel welcome at this school and develop a sense of belonging. Care and nurture are central to daily practice. Staff focus on pupils' emotional wellbeing so that they are ready to learn.

Leaders ensure that staff identify pupils' needs quickly and accurately. This includes for pupils with special educational needs and/or disabilities, those who are disadvantaged and those known to social care. Staff assess pupils' needs carefully and provide appropriate support. They use education, health and care plans effectively to set and review precise targets.

Staff receive regular training to meet pupils' individual needs. They typically adapt lessons well and provide targeted support to reduce any barriers to learning. Where needed, staff provide additional help for pupils who speak English as an additional language to enable them access learning. These approaches help pupils to develop confidence and make steady progress.

Leaders check pupils' progress closely. They monitor the outcomes of disadvantaged pupils and evaluate the impact of additional funding. This helps leaders to adjust support to ensure it meets pupils' needs. Pupils' engagement in learning and their attendance have improved.

Leaders work well with external professionals and the local authority. This supports pupils known to social care to increase their confidence and aspirations. They achieve well.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths and areas for improvement. They are aspirational for all pupils and make sure that they are at the heart of their decision-making. Leaders' drive and ambition have had a positive impact on improving pupils' mathematical fluency for example. Since the school joined the trust, leaders have made many changes, including to the curriculum. Staff have supported these changes, as they know that they make a positive difference to pupils' learning and experiences.

The local school board and trustees work well together to effectively hold leaders to account. The dedicated local school board monitors the day-to-day operation of the school to check progress towards the school's priorities. Local board members engage well with leaders, staff, parents and carers. The trust provides strategic direction. It maintains oversight of standards and ensures that all statutory requirements are met.

Professional learning for staff is regular and tailored to the school's improvement priorities. Staff value the opportunity to develop their expertise. They are proud to work at the school. Staff appreciate the support that school and trust leaders provide. They know that leaders take account of their workload when making changes. Parents typically speak positively about the school.

Personal development and wellbeing

Expected standard 

Leaders provide a well-considered and effective personal development programme. They ensure that pupils access experiences relevant to the local context, including to appreciate and understand the local river and also the mining heritage. Pupils enjoy a range of activities and trips that enrich their learning across the curriculum. They discover new talents and interests, such as in sports and singing. Some pupils would like a wider variety of clubs, for example to develop their interests in arts, crafts and technology. Pupils learn about many careers. They learn that gender does not limit their future aspirations.

Leaders ensure that pupils learn how to stay healthy. Pupils take part in regular physical activity. They learn how to maintain their own physical and mental wellbeing. Pupils understand the changes that occur during puberty. They know that they can speak with trusted adults if they feel unsettled or worried. Pupils learn how to keep themselves and

others safe, including when online. They have an age-appropriate understanding of personal space and consent.

Pupils learn about fundamental British values. They apply these values through the activities that they do in school. Pupils recognise how activities, such as voting, allow everyone to share their ideas and opinions. They learn to respect the many differences between themselves and others, including faiths, cultures and the make-up of different families. Pupils understand what equality means. They are well prepared for living in a diverse society when they are older.

Pupils enjoy the leadership roles that they carry out. These include being worship leaders and members of the pupil parliament. Leaders make sure that pupils with special educational needs and/or disabilities, and those who are disadvantaged, carry out these roles whenever possible. Pupils develop their confidence. They appreciate the positive contributions that they make to their school and wider community.

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

Pupils enjoy coming to school and have a keen sense of belonging. They are proud of how welcoming their school is. Pupils are taught to embrace and celebrate the diversity of their peers and their families. They arrive each day and are warmly welcomed by staff and their friends. Pupils, including children in the early years, settle quickly in class and make a start on the morning's activities.

Pupils generally achieve well and are ready for their next steps in learning. By the end of Year 6, pupils typically have the knowledge and skills that they need to move on to secondary school. Pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND) are supported to achieve well from their starting points. Pupils have a secure understanding of how the school helps them to learn, including pupils with SEND and pupils with other barriers to learning. Pupils talk positively about the support that they receive to make progress.

Pupils behave well during lessons and around the school. They are proud to demonstrate the school's values. Staff provide effective wellbeing support, which helps pupils to feel well cared for and safe. Bullying and discrimination are rare. Staff address any occurrences swiftly and effectively.

Pupils benefit from a variety of opportunities to enhance and enrich their learning and development. These include sports clubs, singing, art and a range of visits and events. Leaders ensure that such opportunities are accessible for all. Pupils in leadership roles, such as pupil parliamentarians and worship leaders, make a positive contribution to the school. Pupils regularly consider and discuss world news. They become thoughtful and confident individuals who are well prepared to flourish in their future school and beyond.

Next steps

- Leaders should continue to use their professional development programme to support all staff to implement the curriculum consistently well and address pupils' misconceptions effectively.
 - Leaders should ensure that staff consistently enact high expectations, particularly in implementing the school's behaviour policy and ensuring that pupils' work is of an equally high standard of presentation across the curriculum.
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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 William 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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the executive headteacher, head of school, staff and pupils during the inspection. They also spoke with representatives of the trust and local school board.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Sheffield. Its last section 48 inspection was in March 2023.

The school currently makes use of one alternative provision.

The school has undergone a significant change since the last inspection. There is a new leadership team and the school joined a multi-academy trust.

Executive headteacher: Philippa Cousins

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspectors:

Helen Haunch, Ofsted Inspector

Aidan Sadgrove, Ofsted Inspector

Liam Colclough, 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 6 May 2026

School and pupil context

Total pupils

413

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

420

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)

19.95%

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

0.97%

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

16.22%

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

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		61%	
2024/25 (final)	56%	62%	Close to average
2023/24 (final)	69%	61%	Above
2022/23		60%	

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%	
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	78%	74%	Close to average
2022/23		73%	

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		72%	
2024/25 (final)	74%	72%	Close to average
2023/24 (final)	82%	72%	Above
2022/23		71%	

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		73%	
2024/25 (final)	61%	74%	Below
2023/24 (final)	78%	73%	Close to average
2022/23		73%	

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		46%	
2024/25 (final)	29%	47%	Below
2023/24 (final)	31%	46%	Below
2022/23		44%	

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		62%	
2024/25 (final)	62%	63%	Close to average
2023/24 (final)	38%	62%	Below
2022/23		60%	

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		59%	
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	46%	58%	Below
2022/23		58%	

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		60%	
2024/25 (final)	33%	61%	Below
2023/24 (final)	54%	59%	Close to average
2022/23		59%	

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		68%	
2024/25 (final)	29%	69%	-41 pp
2023/24 (final)	31%	67%	-37 pp
2022/23		66%	

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		80%	
2024/25 (final)	62%	81%	-19 pp
2023/24 (final)	38%	80%	-41 pp
2022/23		78%	

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		78%	
2024/25 (final)	57%	78%	-21 pp
2023/24 (final)	46%	78%	-31 pp
2022/23		77%	

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		80%	
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	54%	79%	-26 pp
2022/23		79%	

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 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	4.8%	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
2024/25 (3 term)	12.7%	13.0%	Close to average
2023/24 (3 term)	12.7%	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.

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.

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