

Ravenhurst Primary School

URN: 149371 | Inspected: 18 November 2025

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.

Achievement

Expected standard

Leaders ensure that pupils achieve well across the core subjects of English, mathematics and science. Pupils typically acquire the skills and knowledge they need to succeed and are well prepared for each stage of their education. Phonics results remain consistently above national standards, and most pupils reach the expected level in reading, writing and mathematics by the end of Year 6. Early years outcomes are improving rapidly. Largely, children in the Reception Year are ready for the challenges of Year 1. For disadvantaged pupils, results are more variable. Writing outcomes remain above those for disadvantaged pupils nationally, but gaps compared to non-disadvantaged peers widened in reading and mathematics in 2025. Provision for pupils with special educational needs and/or disabilities is highly responsive. As a result, pupils with additional needs make rapid progress from their starting points, reflecting leaders' commitment to inclusion.

Curriculum and teaching

Expected standard

Leaders' clear focus on and oversight of an ambitious, well-organised curriculum ensures that pupils' knowledge and understanding build securely over time, with learning developing gradually and meaningfully. Staff are well trained and know how to deliver the curriculum effectively. Teachers are knowledgeable about the subjects they teach and present new content with skill. They enable pupils to concentrate because the 'Ravenhurst way' of teaching is consistent and familiar throughout the school. For example, pupils regularly encounter new vocabulary, which adults model carefully. Pupils rehearse this language until they are confident to use it in discussion. Staff know and understand pupils well from the early years through to Year 6. Teachers use checks effectively to identify gaps or misconceptions in pupils' understanding and address them. They adapt learning to reflect starting points and provide tailored support where needed. The school places strong emphasis on reading, writing and mathematics. Pupils who struggle with these foundational skills receive targeted support to secure their knowledge. Leaders recognise that further work is needed to increase the proportion of pupils achieving at the higher standard of national curriculum expectations.

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Early years

Expected standard

Children in Reception are happy, enjoy their learning and settle quickly into routines. Relationships in the early years are caring and supportive. Adults help children to manage their feelings and emotions. This helps them so they are ready to learn. Staff know the children well. They adjust children's learning according to their starting points. Children are typically well prepared for Year 1. Many children start school with gaps in their language knowledge and skills. Teachers quickly check and address these gaps. Staff generally support children well to gain the language and communication skills they need to build strong foundations for future learning.

The learning environment is often used well to promote ambitious vocabulary acquisition for all children, but this work could be strengthened. The school promotes a love of reading. Daily phonics lessons ensure pupils learn and practise new sounds in their reading. Staff read to children and encourage them to talk about books, for example when in the book club in the class 'coffee shop'. This helps to develop children's listening skills. Phonics is taught well. Staff quickly identify children who need extra help and make sure they get the support needed. The school works effectively with parents and carers.

Inclusion

Strong standard

The school demonstrates a highly inclusive ethos, where leaders and staff know pupils exceptionally well and ensure that needs are clearly identified, understood and shared across the school. Staff receive suitable and targeted training so they understand how to adapt teaching to meet pupils' needs. As a result, adaptations that support pupils to learn are effective and consistently evident across classrooms. Specialist provision, including the Den (sensory play) and the Nest (wellbeing support), provides bespoke pathways and additional help where needed. This is further strengthened by close collaboration with a local special school. Pupils value how adaptations support their learning and communication with one another. Leaders work effectively with parents and carers, as well as with external agencies, including speech therapists and the visual impairment team, to shape tailored support. They demonstrate a precise understanding of the barriers faced by pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care, working systematically to remove them. A close partnership with the local authority virtual school has strengthened trauma-informed practice. Leaders rigorously monitor pupils' progress, evaluating strategies underpinned by pupil premium funding and tracking the impact of interventions so that refinements can be made swiftly.

Expected standard

Leadership and governance

Expected standard

Trustees, governors and trust officers have a clear understanding of their roles and responsibilities. They have

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developed suitable action plans to support them in setting the strategic vision for the school. They hold leaders to account, providing both appropriate challenge and support. For example, governors have made careful checks on the quality of staff training to ensure that all understand their role in keeping children safe. Trustees fulfil statutory duties, for example managing resources, challenging leaders about the pupil premium grant and delivering the right improvements. The trust ensures that staff, including those new to teaching, receive effective training to grow professionally. Trustees, governors and trust officers work collaboratively with school leaders and staff for the benefit of pupils. Quality assurance mechanisms are in place so that leaders at all levels are well informed about the quality of provision. Leaders engage well with parents and carers and pupils. For example, they seek their views through the school council. Parental engagement is inclusive and positive. Parents are mostly positive about the school, praising the inclusive ethos and the warm welcome the school gives to pupils each morning. Staff appreciate the support they receive from leaders and the consideration given to their wellbeing and workload. Leaders make decisions in the best interests of pupils, particularly those facing barriers to learning or wellbeing. There is a shared ethos of wanting the very best for children at Ravenhurst. Personal development and well-being Expected standard The school has developed a comprehensive personal development programme that enables pupils to understand the importance of kindness and caring for one another. Additional sessions for vulnerable pupils ensure equitable access to key learning, resulting in pupils thriving socially and emotionally. Pupils' spiritual, moral, social and cultural development is actively promoted through the curriculum and wider opportunities. This begins in the early years. For example, in Reception, children explore Diwali and create vibrant artwork. Pupils demonstrate a strong grasp of fundamental British values. They can explain how to stay safe online, and speak confidently about different religions, tolerance and diversity, showing respect for the views and beliefs of others. Visits to places of worship, engagement with visitors and the influence of the school's multicultural staff team enrich pupils' understanding of diversity. Carefully chosen texts reflect a wide range of authors and subject matter, while opportunities to perform and attend live events foster appreciation of the arts.

The teaching of 'core values' underpins pupils' respectful behaviour from the early years onwards. Reception children learn cooperation through play, such as running a pretend coffee shop, while older pupils take pride in leadership roles, including green guards, school councillors, house captains and sports ambassadors. These responsibilities promote character development, independence and responsibility. Pupils learn about healthy relationships and develop respect and positive communication with each other through 'Friendship Fridays'. Pastoral support is a strength. The Nest provides effective wellbeing support, helping pupils to regulate emotions and build resilience. The therapy dog, 'calming corners' and 'sensory pathways' all contribute to pupils' emotional security. A broad enrichment programme enhances pupils' personal development. Pupils enjoy residential, clubs and events such as 'Family on the Field'. Pupil leaders promote inclusion and positive values, with assemblies celebrating kindness with 'Mak the Bear' being awarded for sign language.

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

Ravenhurst Primary School has a warm, friendly and highly inclusive ethos, where pupils respect their teachers and one another. Pupils show kindness and support to each other in a multitude of ways. Older pupils support younger ones when at play, taking them under their wing. Pupils appreciate and respect difference. For example, pupils across the school use sign language to support communication with each other. Pupils with special

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educational needs and/or disabilities (SEND) and pupils who speak English as an additional language feel included in conversations and play. Pupils recognise that this helps form friendships. Pupils are safe and happy at this school. There are warm relationships between staff and pupils. Staff know pupils very well. Pupils trust staff and feel that they can talk to them. Pupils say bullying is rare. They are confident that if it happens, staff will sort it quickly and successfully. Pupils know that they are respected and that the school will respond and work with them sensitively. Pupils value their roles as wellbeing ambassadors and anti-bullying ambassadors. They see these as important in ensuring that everyone feels included and valued. Pupils rise to adults' high expectations of how to behave. Children in the Reception Year sit beautifully on the carpet, ready to learn. Their learning behaviours continue as they move through the school. Pupils have positive attitudes to learning. They listen closely to their teachers and are curious to know more. Generally, pupils, including disadvantaged pupils and pupils with SEND, achieve in line with national averages. The school has a sound appreciation of the barriers and challenges that some pupils face in their learning. As a result, pupils are typically well prepared for their

next steps

in education.

Next steps

- The school should continue to raise its ambitions for what pupils can achieve, building on recent improvements across all the core subjects, so that an increased proportion of pupils achieve more highly.
- Leaders should further strengthen their work to improve attendance, with a particular focus on disadvantaged pupils, to ensure that all pupils come to school as often as possible.
- In early years, leaders should ensure that the learning environment and adult-child interactions promote children's use of language and communication across all areas of learning.

Attendance and behaviour

Expected standard

The school monitors pupils' absences rigorously. Leaders sensitively support and challenge parents and carers when pupils are absent or late. They work to recognise and address barriers faced by disadvantaged pupils and those with special educational needs and/or disabilities when attendance is not high enough. This has led to improvements for many pupils. Overall, pupils attend school regularly and on time. While leaders' focus on disadvantaged pupils is the right one, there is more to do to bring it in line with national figures. The school has high behavioural expectations of all pupils. Routines are well established, including at the start of the day. Staff manage behaviour consistently well. Staff meet pupils at classroom doors and lessons begin promptly with purposeful revision activities. The school nurtures positive attitudes, and pupils show a love of learning. These attitudes contribute to a safe and calm environment where pupils can learn without disruption. Staff give expert help to pupils who need support in managing emotions. As a result, they learn to regulate their emotions over time. Leaders have created a culture where staff know, support and care for pupils. Consequently, pupils are polite, confident and courteous. Bullying and prejudicial behaviour are rare. Pupils trust staff to deal with

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incidents swiftly and effectively. They recognise the importance of not being bystanders and standing up for others.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/ravenhurst-primary-school-leicester>