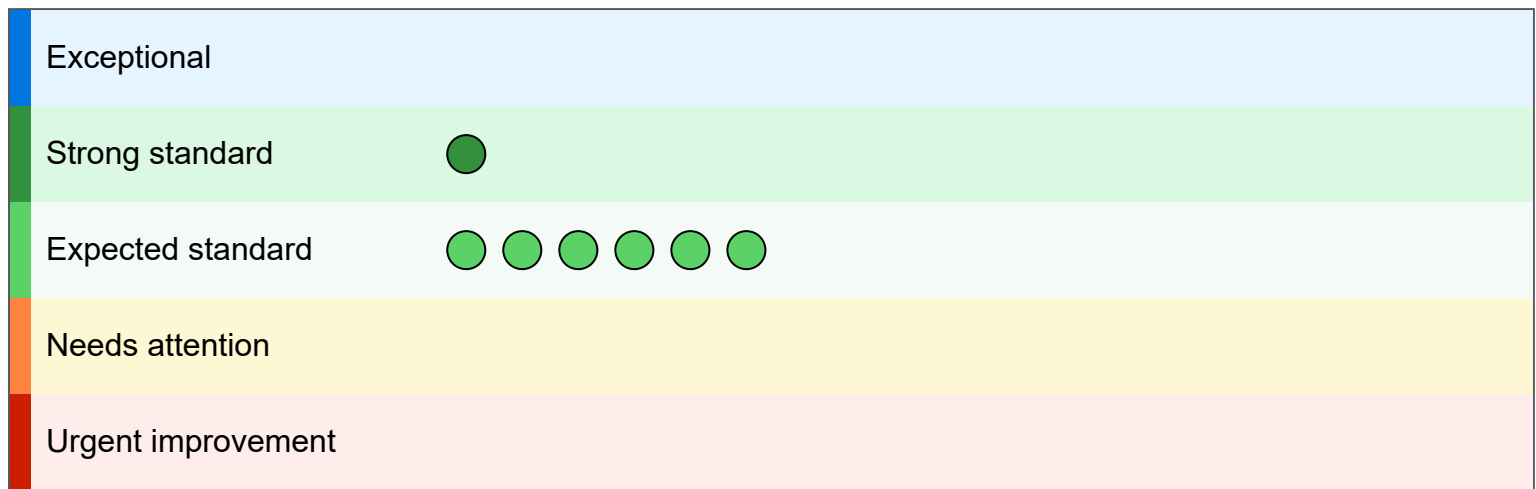


# Ravenhurst Primary School

Address: Ravenhurst Road, LE3 2PS

Unique reference number (URN): 149371

## Inspection report: 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.

#### **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 ●

### 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.

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## Expected standard ●

### 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.

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

## **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.

## **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.

## **Leadership and governance**

**Expected standard** 

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

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## 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.
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## About this inspection

This school is part of Oadby, Wigston and Leicestershire Schools Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Peter Merry, and overseen by a board of trustees, chaired by Jonathan Tedds.

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 held meetings with the headteacher, senior and middle leaders, trustees and governors, including the chairs of the trust and local governing body.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection. It joined Oadby, Wigston and Leicestershire Schools Academy Trust in November 2022. The headteacher also joined the school in 2020.

The school currently uses no alternative provision.

Headteacher: Mrs Keily Stretton

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### Lead inspector:

Anne Maingay, His Majesty's Inspector

### Team inspectors:


Christine Watkins, His Majesty's Inspector

Mark Anderson, His Majesty's Inspector

Donna Chambers, His Majesty's 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 18 November 2025

## School and pupil context

### Total pupils

**379**

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

**595**

Well 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)

**16.89%**

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**

**3.96%**

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**

**15.30%**

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 maths**

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		61%	
<b>2024/25</b>	58%	62%	Close to average
<b>2023/24</b>	57%	61%	Close to average
<b>2022/23</b>		60%	

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

The percentage of 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>		74%	
<b>2024/25</b>	71%	75%	Close to average
<b>2023/24</b>	72%	74%	Close to average
<b>2022/23</b>		73%	

### **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>		72%	
<b>2024/25</b>	71%	72%	Close to average
<b>2023/24</b>	68%	72%	Close to average
<b>2022/23</b>		71%	

## Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>		73%	
<b>2024/25</b>	69%	74%	Close to average
<b>2023/24</b>	70%	73%	Close to average
<b>2022/23</b>		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 maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>		46%	
<b>2024/25</b>	27%	47%	Below
<b>2023/24</b>	56%	46%	Close to average
<b>2022/23</b>		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
<b>Latest 3 year average</b>		62%	

Year	This school	National average	Compared with national average
2024/25	45%	63%	Below
2023/24	75%	62%	Above
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	64%	59%	Close to average
2023/24	75%	58%	Above
2022/23		58%	

### Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25	64%	61%	Close to average
2023/24	63%	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 maths**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, 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>		68%	
<b>2024/25</b>	27%	69%	-42 pp
<b>2023/24</b>	56%	67%	-11 pp
<b>2022/23</b>		66%	

### **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>		80%	
<b>2024/25</b>	45%	81%	-35 pp
<b>2023/24</b>	75%	80%	-5 pp
<b>2022/23</b>		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
<b>Latest 3 year average</b>		78%	
<b>2024/25</b>	64%	78%	-15 pp
<b>2023/24</b>	75%	78%	-3 pp
<b>2022/23</b>		77%	

### Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>		80%	
<b>2024/25</b>	64%	81%	-17 pp
<b>2023/24</b>	63%	79%	-17 pp
<b>2022/23</b>		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
<b>2024/25 (1 term)</b>	4.0%	5.1%	Below
<b>2023/24</b>	4.8%	5.5%	Close to average
<b>2022/23</b>	5.1%	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 (1 term)	10.9%	14.3%	Below
2023/24	12.7%	14.6%	Close to average
2022/23	12.5%	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 standards expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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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