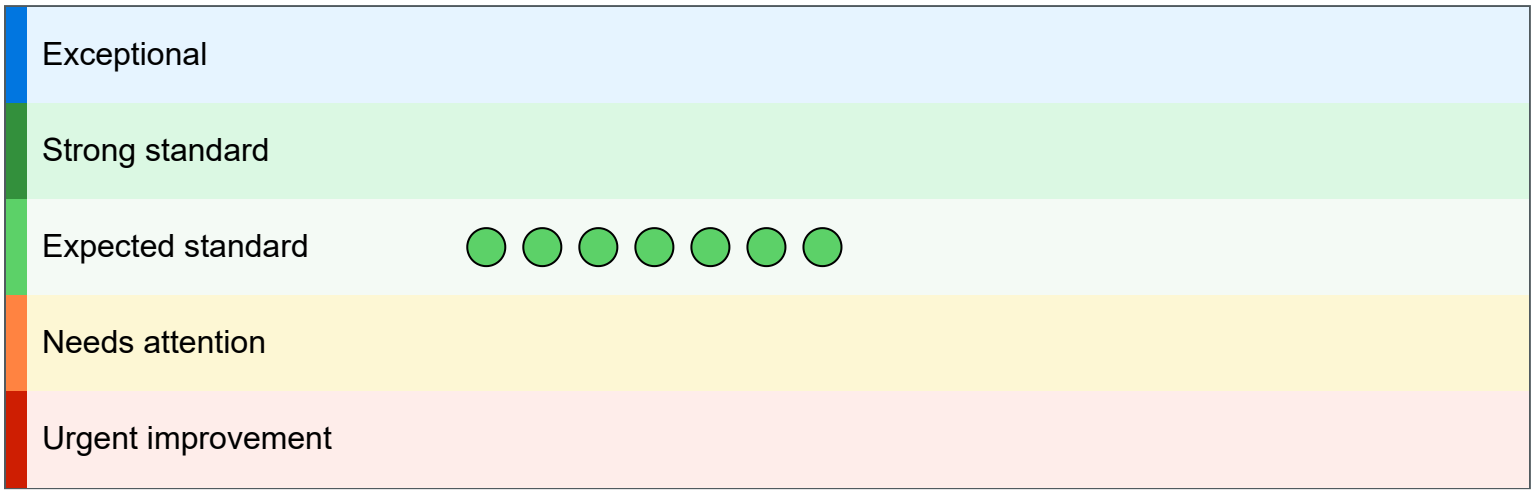
Ravenshead CofE Primary School

Address: Swinton Rise, Ravenshead, Nottingham, Nottinghamshire, NG15 9FS

Unique reference number (URN): 131814

Inspection report: 15 September 2026



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 generally develop the knowledge and skills they need across the curriculum. Published outcomes at the end of key stage 2 are broadly in line with national averages. Pupils remember important previous learning. For example, pupils recall their geographical knowledge of rainforests, Dr Barnardo, pollution and the effects of plastics on marine life. They are generally well prepared for their next steps.

Pupils typically secure the foundations they need in reading, writing and mathematics. Pupils achieve well in the Year 4 multiplication tables check. Occasionally, younger pupils take longer to secure fluency in some of these skills because the support that they receive is not consistently effective. For example, at times, some pupils are provided with reading books that do not closely match their phonics knowledge. However, any gaps reduce as pupils move through the school, and leaders take appropriate steps to ensure that these gaps close.

Disadvantaged pupils, pupils with special educational needs and/or disabilities and others facing barriers generally make suitable progress from their starting points. This progress is not necessarily apparent in the school's published outcomes.

Attendance and behaviour

Expected standard

Pupils attend school regularly. Leaders analyse pupils' attendance closely. They quickly identify where support is needed and put it in place. Leaders understand the circumstances of pupils who do not attend as well as they should, and work with families to remove the barriers to attending well. Adaptations are carefully considered and help to improve the attendance of a number of pupils, including those facing more complex barriers, for example by offering an earlier start to the day and giving pupils responsibilities that engage them meaningfully when they arrive at school. Leaders track each individual pupil's attendance so that they can take action should a pupil's rate of attendance begin to fall.

Pupils generally behave well. Warm relationships contribute to the positive environment in lessons and at social times. Staff use individual plans for pupils who need them, including those with special educational needs and/or disabilities. These plans help the pupils to regulate their emotions. Pupils understand the consequences of poor behaviour and say that staff deal with any poor behaviour or bullying swiftly. Pupils say that discrimination is not welcome in their school. They understand the importance of being respectful and link this to their school rules of 'ready, respectful and safe', which they know well. On occasion, pupils' attentions can drift when teaching does not engage them sufficiently.

Curriculum and teaching

Expected standard

Leaders have designed a broad curriculum that reflects the school's context and caters for mixed-age classes. It identifies the important knowledge and vocabulary that pupils should learn and when. Leaders know which aspects of teaching are most effective and where

there are areas for further development. They ensure that staff improve their teaching, including by enabling staff to share best practice and through relevant professional learning.

Leaders prioritise early reading, spelling, handwriting and mathematical understanding. Staff teach the school's phonics programme effectively. They know how well pupils achieve and give personalised feedback to help them get better. At times, however, some staff do not check pupils' understanding precisely enough, so they do not correct misconceptions as well as they might. For example, when writing, some pupils practise forming letters incorrectly.

Teaching is typically effective. Teachers help pupils to understand new ideas, for example through clear explanations, modelling of thinking and targeted questioning. They generally connect new learning to what pupils already know and design activities which deepen pupils' knowledge. For example, pupils use resources and mathematical language to compare numbers and move on to develop an understanding of how contractions are formed. Staff adapt learning for pupils with special educational needs and/or disabilities so they can participate and achieve alongside their peers.

Early years

Expected standard

Leaders prioritise the early years. The curriculum sets out how children's knowledge should develop through Nursery and Reception, taking account of their different starting points. Skilful phonics teaching begins promptly when children join the Reception class, so they quickly develop the ability to recognise letters and the sounds that they make. Staff have carefully designed the activities that children engage in and the environment in which children learn. This ensures that children receive regular opportunities to develop language, early literacy and mathematics knowledge. For instance, the outdoor stage is particularly popular and provides children with the chance to enjoy dressing up in their independent play and practise applying the important vocabulary that they have been taught. Most children enter Year 1 with the knowledge they need to continue learning successfully.

Staff interactions with children are typically effective in developing children's understanding. Staff follow children's interests while developing their thinking and vocabulary. For example, adults use play involving dinosaurs or trains to introduce new words, encourage conversation and support successful transitions. Staff adapt their approach sensitively for children with special educational needs and/or disabilities, helping them remain calm and supporting their learning.

Children are happy, secure and increasingly independent. For example, pupils piece together models in the 'junk' area and use the tools staff have provided to fasten materials together, unaided. Staff establish clear routines and understand their responsibilities for children's welfare, including food safety and allergies. Leaders have ensured that children's transition into Year 1 is purposeful and enables Key Stage 1 staff to get to know them and provide the right support.

Inclusion

Expected standard

Leaders make inclusion a priority. Staff know pupils and families well and identify needs accurately, often before children start school. Parents and carers, including those of pupils

with special educational needs and/or disabilities (SEND), appreciate the positive impact of the school's early help, communication and personalised support on their children.

Expectations for pupils with SEND are high. In recent years, leaders have improved the inclusive provision across the school. Staff receive useful training and seek advice from specialist services, which informs their practice and impacts positively on pupils. They help pupils to regulate their emotions, participate in lessons and make suitable progress by employing strategies such as sensory breaks and carefully designed adaptations.

Disadvantaged pupils generally make suitable progress from their starting points. Leaders use additional funding to provide academic and pastoral support, which helps pupils to overcome barriers to their learning and participation, including through the use of adaptive technology and tailored wider opportunities. On occasion, leaders' evaluations do not identify which strategies need to be refined. This means that, at times, the approaches that the school uses do not have the intended, rapid impact.

Pupils known or previously known to children's social care, and others facing barriers to their learning or wellbeing, get appropriate support. This support is adjusted when necessary as leaders work closely with families and external professionals. Alternative provision is used in pupils' best interests. Leaders ensure that pupils are safe and that the provision benefits pupils.

Leadership and governance

Expected standard

Leaders understand the school's context, strengths and priorities for improvement. Their focus on inclusion, pastoral care and personal development in recent years is evident in the support that pupils and their families receive. Leaders are ambitious for pupils, including those facing the greatest barriers to learning. They have navigated through changes in pupil numbers and deployed staff well in response. Leaders are reflective and want to improve further still in the interests of pupils and staff.

Leaders have identified appropriate improvement priorities. They ensure that they gather the information that they need to evaluate the school's work and develop strategies to further improve staff practice. For example, leaders provide high-quality, research-based professional learning for staff. At times, leaders' evaluations of the impact of teaching strategies are less precise, including in relation to their impact on disadvantaged pupils. This makes it difficult for leaders and governors to identify how to bring about further improvements.

Governors understand their roles and carry out their duties effectively, including in relation to holding leaders to account for the impact of the school's provision on pupils. They know the school well and ensure that the vision and values of the school are known and upheld. Leaders take into account the workload and wellbeing of staff. Staff describe leaders as approachable and value the support that they provide. Parents and carers who shared their views are positive about the school's practical and pastoral help. Leaders foster community and professional relationships in the interests of the pupils. They draw on external expertise when necessary to bring about further positive changes to pupils' experiences of school.

Personal development and wellbeing **Expected standard**

Leaders provide a broad, values-led programme for pupils' personal development. The relationships and health education curriculum teaches pupils about healthy relationships, emotions and keeping safe, including online. Pupils consider current issues and learn how to respond to risks, including through weekly discussions, themed safety events, and visits from members of the community. Staff adapt teaching when local concerns arise, for example by strengthening pupils' understanding of road safety. Older pupils know how to protect personal information online and where to get help if they need it. Pupils learn how to stay safe outdoors, such as when cooking on an open fire, and pursue their interests in the school's outdoor education programme.

Pupils understand the importance of respect and know that people should not be treated unfairly because of their differences. They learn about the fundamental British values, including democracy, individual liberty and the rule of law. The religious education curriculum develops pupils' understanding of spirituality as they move through the school. Although younger pupils are sometimes less confident, older pupils can talk knowledgeably about the teachings in different faiths and religions, including Christianity, Islam and Hinduism.

Pupils broaden their interests through curriculum experience days and clubs, including sport, music and chess. These opportunities help pupils build confidence and develop positive relationships. Pupils gain an understanding of active citizenship and contribute to school life, for example as 'belonging' and 'anti-bullying' ambassadors. Leaders check uptake and adjust arrangements where barriers prevent pupils from joining. This has increased participation among disadvantaged pupils and pupils with special educational needs and/or disabilities.

Pastoral care is a positive feature of the school. Nurture staff, sports mentors and breakfast club staff all contribute to the responsive support for pupils' social and emotional needs. Pupils learn strategies to manage their emotions as they move through the school. Pupils know the staff and spaces that they can turn to when they need support. Staff work closely with families and external professionals so that the help they provide reflects pupils' individual circumstances.

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

Pupils enjoy coming to this welcoming and caring school. They feel safe and attend school regularly. From their first days in the early years, children learn about the importance of the school's values, which helps them show kindness and respect to one another. As a result, at social times, pupils play well together and enjoy the activities on offer. Pupils enjoy their new breaktime activities. They learn to take turns and share equipment courteously, such as when waiting to use the zip-line or climbing frame. Pupils have warm relationships with staff and trust them to help when they are worried. Bullying is infrequent and dealt with effectively.

Typically, pupils enjoy learning and do so through a well-organised curriculum that builds knowledge over time. This helps them to achieve well and pupils are generally well prepared

for the next stage of their education.

Pupils with special educational needs and/or disabilities (SEND), including those with more complex needs, are included in each aspect of the school's provision. Pupils appreciate the spaces available to them when they need time to reset. Pupils with SEND make meaningful progress from their starting points. Pupils who face barriers to their learning or wellbeing benefit from carefully adapted pastoral and family support. This helps them to feel a sense of belonging.

Pupils benefit from wider opportunities that introduce them to new experiences and skills, such as the chess club and the theatre club. If pupils are unable to attend part of the school's wider offer, leaders think carefully about how to adapt it so that everyone can join in. This helps to ensure that pupils are included and feel included. Pupils develop their leadership skills and take pride in holding roles such as 'leaders of learning' and 'belonging ambassadors'. Pupils develop a sense of identity as members of the school community and benefit from links with the church and wider community that help pupils to develop their understanding of society beyond school.

Next steps

- Leaders should ensure that staff precisely check pupils' understanding and consistently address misconceptions so that pupils build secure knowledge across the curriculum.
- Leaders should continue to embed the school's approach to teaching foundational knowledge and skills, including handwriting, so that more pupils become fluent at an earlier stage.
- Leaders should sharpen how they evaluate the impact of the pupil premium strategy so that they identify areas for further improvement and make adjustments as necessary.

About this inspection

The chair of the board of governors is Samantha Cope.

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, the deputy headteacher, the assistant headteacher and members of staff. They also met with members of the school's board of governors, including the chair as well as representatives from the local authority.

This school is registered as having a Church of England religious character. The school is part of the Diocese of Southwell and Nottinghamshire. Its last section 48 inspection was in February 2025.

The inspectors confirmed the following information about the school:

The school currently makes use of 1 unregistered alternative provision.

Headteacher: Emma Johnson

Lead inspector:
Haydn Mitton, His Majesty's Inspector

Team inspectors:
Andrew Lakatos, Ofsted Inspector
Peter Johnston, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

360
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: 268

School capacity

435
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)

8.87%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.78%
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: 4.1%

Pupils with special educational needs (SEN) support

20.56%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well 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%	61%	Close to average
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	59%	60%	Close to average

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	72%	74%	Close to average
2024/25 (final)	73%	75%	Close to average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	65%	73%	Below

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	70%	72%	Close to average
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	74%	72%	Close to average
2022/23 (final)	65%	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	74%	73%	Close to average
2024/25 (final)	66%	74%	Below
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	76%	73%	Close to average

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	17%	46%	Below
2024/25 (final)	43%	47%	Close to average
2023/24 (final)	0%	46%	Below
2022/23 (final)	S	44%	S

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	39%	62%	Below
2024/25 (final)	57%	63%	Close to average
2023/24 (final)	33%	62%	Below
2022/23 (final)	S	60%	S

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	22%	59%	Below
2024/25 (final)	43%	59%	Below
2023/24 (final)	17%	58%	Below
2022/23 (final)	S	58%	S

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	50%	60%	Below
2024/25 (final)	57%	61%	Close to average
2023/24 (final)	33%	59%	Below
2022/23 (final)	S	59%	S

‘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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	17%	68%	-51 pp
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	0%	67%	-67 pp
2022/23 (final)	S	66%	S

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	39%	80%	-41 pp
2024/25 (final)	57%	81%	-24 pp
2023/24 (final)	33%	80%	-46 pp
2022/23 (final)	S	78%	S

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	22%	78%	-56 pp
2024/25 (final)	43%	78%	-35 pp
2023/24 (final)	17%	78%	-61 pp
2022/23 (final)	S	77%	S

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	50%	80%	-30 pp
2024/25 (final)	57%	81%	-23 pp
2023/24 (final)	33%	79%	-46 pp
2022/23 (final)	S	79%	S

‘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 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.5%	5.9%	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)	6.6%	13.0%	Below
2023/24 (3 term)	12.2%	14.6%	Close to average
2022/23 (3 term)	10.8%	16.2%	Below

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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