

Ravensfield Primary School

Address: Clarendon Street, Dukinfield, Cheshire, SK16 4JG

Unique reference number (URN): 151257

Inspection report: 4 February 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.

This school requires significant improvement

His Majesty's Chief Inspector is of the opinion that this school requires **significant improvement** because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Needs attention

Early years

Needs attention 

Over time, the provision in the early years has not ensured that children are fully equipped to take on the demands of the Year 1 curriculum. Recent changes are beginning to have a positive impact. Some weaknesses are being eradicated successfully. Even so, this is not consistently true across all classes. This means that some children do not learn all that they should.

The early years curriculum ensures that staff know what should be taught and when this should happen. Partnerships with parents and carers help staff to understand some of the barriers to learning that children might face. This enables staff to shape activities to meet children's needs. Some aspects of the curriculum, such as early reading, are taught well. In contrast, the difficulties that some children have with early writing and mathematics, especially letter and number formation, are not tackled quickly enough.

Some children develop secure communication skills due to staff's deliberate use of questions and carefully shaped interactions. Elsewhere, children do not benefit from opportunities to extend their speaking and listening skills. A few children do not build their independence.

Children in the early years have a more positive experience of school life than many older pupils. They follow well-established routines that are underpinned by warm and caring relationships with staff. Behavioural incidents are usually managed well so that children feel that they belong to the early years community.

Leadership and governance

Needs attention 

Over time, against a backdrop of staffing changes and absence, leaders have not stemmed the decline in the school's work. Relationships with many staff are fractured. Morale is low because staff do not believe their wellbeing is considered, especially when dealing with the disruptive behaviour of some pupils. Parents and carers are concerned about their children's achievement, wellbeing and safety. The school is at rock bottom with a culture that does not put pupils' best interests at the heart of school life.

Recent changes in leadership are beginning to make a positive difference. Leaders are taking the right action, at the right time, to tackle the deep-rooted weaknesses. Essential systems to secure the smooth day-to-day running of the school are in place. With the support of the trust, some teachers and leaders are receiving the advice and guidance that they need to improve their practice. Collaboration with staff has led to an agreed approach

to managing pupils' behaviour. Leaders are securing a stronger foundation on which to introduce much-needed change. Even so, this is just the start of the journey. No one is under any illusion that the road to recovery will be easy or swift.

Trustees share leaders' honest and insightful understanding of the school's current situation. They keep a tight hold on its progress and offer support and challenge to aid leaders to bring about improvements on the ground. Trustees ensure that all statutory requirements are met.

Personal development and wellbeing

Needs attention 

The personal development offer is improving, but it remains variable in terms of its impact on pupils. This means that some pupils are not as well prepared as they should be for life in modern Britain.

Typically, pupils are taught content from an appropriate personal, social, health and economic education curriculum. This ensures that they gain a suitable grounding in how to keep themselves healthy and safe, including when they are online. They learn about relationships, and they understand that they have the right to say 'no' if they receive unwanted attention from their peers or adults. However, due to the way in which this curriculum is delivered, some pupils find it more difficult than others to remember their learning.

Pupils learn about fundamental British values and the differences that exist between people in a diverse world. Some pupils demonstrate respect for these differences. A small minority of pupils do not. Instead of valuing the uniqueness of their classmates, they use points of difference as a reason for hurtful name-calling.

There are some opportunities for pupils to find out about the wider world, to contribute to their community and to enhance their learning. For example, they visit places of worship, take part in the annual 'bunny hop' to raise money for charity, enjoy theatre and pantomime performances, and they can participate in after-school sports clubs. Some pupils develop their leadership skills through their role as a school councillor. However, this provision lacks depth and richness. It is not shaped closely to pupils' needs, nor is there enough analysis of participation rates to ensure that all pupils, including disadvantaged pupils, benefit from these wider opportunities. Consequently, some pupils do not extend their interests or enhance their talents.

Urgent improvement

Achievement

Urgent improvement 

Pupils do not achieve well. The 2025 published data shows that many Year 6 pupils left this school without reaching the expected standards in reading, writing and mathematics. They were catching up from the minute they entered their secondary schools. Pupils currently in school, especially those with special educational needs and/or disabilities, fare no better. This is because teachers do not hold high enough expectations of what pupils should and

could achieve. In turn, pupils exhibit little desire to learn, nor do they demonstrate the stamina and resilience that they need to complete tasks to the best of their ability.

Although pupils gain a secure foundation in early reading, many lack the basic knowledge in writing and mathematics that they need to succeed. Their gaps in knowledge go unchecked and unresolved. By the time that pupils reach Year 5 and Year 6, these deficits in learning are too wide to be overcome. This hinders their ability to learn across the curriculum.

Attendance and behaviour

Urgent improvement ●

Low expectations of pupils' behaviour have become the norm at this school. A few pupils exhibit challenging behaviour, but many more hold lacklustre attitudes to learning. This is because their needs are not met. Pupils are allowed to opt out of learning, or they approach it with little enthusiasm. Many do not demonstrate a desire to succeed. This is reflected in the poor-quality work that they produce.

Some pupils are unkind to others. Pupils report that name-calling and bullying occur. While such incidents are typically dealt with appropriately, they spoil pupils' experience of school.

Routines are well established in some parts of the school. For example, pupils move safely and sensibly around the building during breaktimes and lunchtimes. Some pupils benefit from a calm and well-ordered start to the day, but this is not consistently the case in all classrooms.

A new comprehensive behaviour policy is at the early stages of tackling disruptive behaviour. There is also a greater range of provision to help pupils calm down and manage their emotions. Even so, suspension rates remain high.

Pupils' attendance rates, including the attendance rates of disadvantaged pupils and those with special educational needs and/or disabilities, are close to the national average but are declining. Recent turbulence at the school has resulted in absence rates increasing. Leaders have not ensured a whole-school systematic approach to promoting pupils' positive attendance.

Curriculum and teaching

Urgent improvement ●

Leaders have not ensured that teachers hold high expectations of what pupils can and should achieve. While there is a suitable curriculum in place, its weak delivery means that pupils do not gain the knowledge and skills that they need to succeed.

Teaching lacks challenge. It is not adapted to meet pupils' different needs. Some pupils are not stretched. Elsewhere, pupils with special educational needs and/or disabilities do not receive the help that they need to overcome the barriers to their academic achievement. This has a direct impact on pupils' engagement in lessons and contributes to disruptive and low-level behavioural incidents.

Teachers do not select the best approaches, or provide clear enough explanations, to help pupils master new concepts. There is a lack of urgency because learning time is wasted.

Gaps in pupils' knowledge, especially deficits in their basic skills, such as writing, are not identified. Mistakes persist over time because errors are not addressed swiftly or effectively.

In contrast, the teaching of phonics is successful. Leaders have made sure that teachers have the expertise to teach this aspect of the curriculum well.

Leaders have an accurate insight into the shortcomings in teaching. Recent support from the trust is making a difference in some classrooms. However, this is not the case across the school.

Inclusion

Urgent improvement ●

The systems to identify barriers to pupils' learning and wellbeing are not effective. Pupils' needs are not identified quickly enough, nor are they reduced over time. This is especially true for pupils who have multiple obstacles to success and those pupils with special educational needs and/or disabilities.

The information about pupils' needs does not help staff to understand the range of need within their classroom. The training that staff receive does not help them to know how their teaching should be adapted to help pupils thrive and achieve well.

The strategies to improve outcomes for disadvantaged pupils have been unsuccessful over time. Indeed, their academic gaps are widening when compared to other disadvantaged pupils nationally.

Some pupils who attend the 'thrive' provision and the recently introduced 'rainbow room' enjoy a more tailored approach to their emotional and academic needs. They settle well and engage in the carefully chosen activities, which they complete with success. Similarly, the school's work with external agencies ensures that some pupils and their families receive the support that they need. Leaders are beginning to check the impact of this work to ensure that it is successful.

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

Some pupils enjoy school. Others do not. Pupils dislike their learning being interrupted by the poor behaviour of others. They object to name-calling, which does not show respect for the differences between people. Pupils hold a common wish for greater fairness and equity in how they are treated by staff.

While most pupils do not cause serious disruption, they have poor attitudes to learning. Many do not try to do their best. This is due to staff's low expectations. Pupils do not gain a sense of pride or a determination to succeed. Attendance rates are close to average but declining over time.

Pupils' achievement is weak. The curriculum is not taught well. Pupils' barriers to learning are not identified swiftly, and gaps in their learning go unnoticed and unresolved. This is especially true for pupils with special educational needs and/or disabilities. These pupils do

not have the opportunity to thrive. Improvements in the early years are leading to some positive changes. Even so, children are not as well prepared as they should be to move into key stage 1.

Pupils are kept safe and many say they feel safe. They have positive relationships with some adults, whom they trust to sort out their worries and take appropriate action if bullying occurs.

Pupils have some opportunities to learn beyond the taught curriculum. However, this offer does not go far enough in making sure that all pupils, including disadvantaged pupils, foster their interests and talents. Some pupils do not gain a secure understanding of what it means to be a positive citizen in modern Britain.

Recent changes in leadership are beginning to tackle the considerable shortcomings at the school. Even so, it is early days. Over time, leaders and staff have lost sight of pupils' best interests. This means that many pupils do not leave Year 6 with the full, rich and positive experiences that should make their time in primary school memorable and special.

Next steps

- Leaders must ensure that they rebuild fractured relationships with staff so that pupils' best interests and their enjoyment of school sit at the heart of school life.
- Leaders should ensure that they implement the new behaviour policy fully and that staff follow it consistently well so that incidents of challenging behaviour are managed effectively and reduce over time.
- Leaders must ensure that they raise teachers' expectations of pupils' behaviour, wellbeing and academic success so that pupils' attitudes to learning improve and incidents of low-level behaviour reduce. This is so pupils can thrive, achieve well and regain a sense of belonging to their school community.
- Leaders must ensure that pupils' needs and barriers to learning are identified early and that teachers are suitably equipped to adapt their teaching in order to help these pupils flourish and succeed.
- Leaders must ensure that teachers have the knowledge and expertise to deliver the curriculum and assess pupils' learning so that pupils are able to make the most of their time in school, raise their aspirations and achieve as well as they should.
- Leaders should ensure that pupils' foundational knowledge in writing, communication and mathematics is secured early so that gaps in pupils' learning do not linger and hinder their next educational steps.
- Leaders should ensure that there is a whole-school approach to pupils' attendance, so that everyone plays their part in promoting the attendance of all pupils, especially those who are disadvantaged and those with special educational needs and/or disabilities.
- Leaders should build on the emerging programme of wider opportunities to ensure that pupils are able to enhance their learning, expand their interests and foster their talents.
- Leaders should ensure that the recent improvements in the early years extend across the whole provision so that more children are ready to meet the demands of Year 1.
- Trustees and members of the local governing body should work with school leaders and

staff to rebuild trust and confidence so that parents and carers can be assured that their children are happy and safe in school.

About this inspection

The school is part of the Changing Lives in Collaboration Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jo Ashcroft, and overseen by a board of trustees, chaired by Anthony Benedict. An executive headteacher is currently on secondment to the school for 2 days each week.

Inspectors carried out this inspection under section 8 of the Education Act 2005. We decided to treat the inspection as a full inspection under section 5 of the same Act.

The inspection began on 4 February 2026 as a focused monitoring inspection. The inspection was deemed a full inspection. The focused monitoring inspection was carried out following a number of complaints made to Ofsted and media coverage that raised serious concerns. His Majesty's Chief Inspector decided that an inspection of the school should take place to follow up the whole-school issues that were raised. Inspectors sought to establish whether pupils received appropriate support for their behaviour, wellbeing and safety.

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

Inspectors spoke with school leaders, the CEO, trustees, members of the local governing body and a representative of the local authority during the inspection. They also spoke with staff, pupils and parents and carers, as well as visiting lessons and reviewing pupils' books.

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than it might in all the circumstances be reasonably expected to perform.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Headteacher: Karen Leyland

Lead inspector:

Jo Olsson, His Majesty's Inspector

Team inspectors:

Peter Berry, Ofsted Inspector

Jen Sloan, His Majesty's Inspector

Louise McArdle, His Majesty's Inspector

Ruth Moran, 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 4 February 2026

School and pupil context

Total pupils

428

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

480

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)

46.19%

Well above 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

3.74%

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

25.23%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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).

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)	5.7%	5.2%	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 (2 term)	15.3%	13.3%	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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