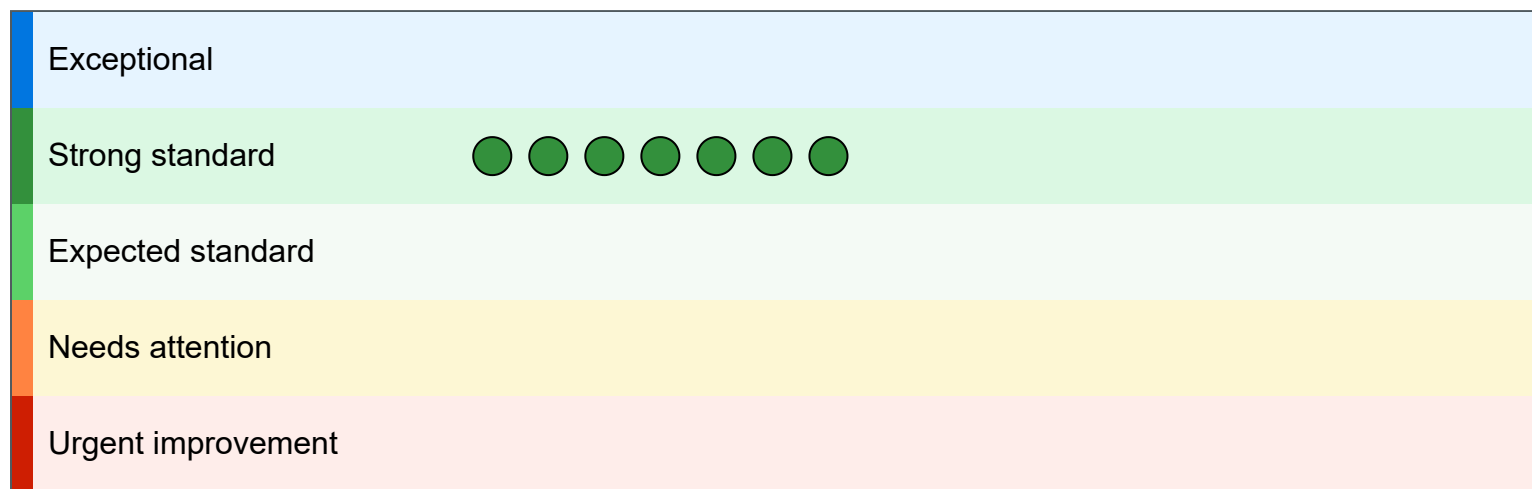


Clifton Primary School

Address: Burslem Street, Hull, HU2 9BP

Unique reference number (URN): 144677

Inspection report: 3 February 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.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve very well. Many pupils join school with low starting points. The majority speak English as an additional language. Given their starting points, pupils do well in phonics in Year 1. By the time pupils leave school, their attainment across a range of subjects over time is above average. Combined reading, writing and mathematics outcomes at the end of key stage 2 are impressive. Disadvantaged pupils do particularly well. They leave school with attainment that is often higher than non-disadvantaged pupils nationally.

Pupils remember most of what they learn in the wider curriculum. Their writing skills, including when covering scientific or historical content, are of a high order. They rapidly develop their knowledge in music, languages and physical education, for example.

Across the school, pupils develop their vocabulary, handwriting, spelling and oracy. They are well prepared for secondary school.

Attendance and behaviour

Strong standard ●

Pupils thrive at Clifton Primary School. They know that adults care for them. They feel that they belong here. As a result, their attendance is above national averages and has increased year on year. Similarly, the number of pupils who do not attend school regularly and often continues to decrease. A much smaller proportion of pupils with special educational needs and/or disabilities are persistently absent than nationally. This is also the case for disadvantaged pupils. So positive is the picture, leaders work with other schools to help them focus on improving attendance.

Pupils are respectful, happy and hardworking. They show self-discipline and commitment to their learning. Pupils respond well to routines such as 'silently, sensibly, safely' when moving around classrooms and corridors. They feel safe. They show kindness, tolerance, ambition and honesty; school values are alive and well.

Any incidents of unkind behaviour are rare. Pupils say that any unkind words are dealt with swiftly by staff. Pupils say that this is an inclusive school and that everyone is equal and celebrated. Older pupils help younger ones to feel included. Pupils who need extra help to stay focused get the support they need.

Curriculum and teaching

Strong standard ●

The curriculum is ambitious, creative and detailed across all subjects. Each subject is carefully designed to help pupils build their knowledge step by step. Across the curriculum, this supports pupils to gain interrelated knowledge, skills and abilities.

Teachers have excellent subject knowledge. They deliver the school's intended curriculum well. Staff adapt their teaching to meet the needs of pupils with special educational needs and/or disabilities. Questioning, modelling and explanations in class are all highly effective.

Leaders know the strengths of teaching and the curriculum at school. They continue to help teachers get even better.

There is a clear and effective focus on the foundations. Reading has a high priority in school. Phonics is taught well. There is also a focus on oracy and handwriting. Leaders identified these as areas to develop. Pupils' handwriting has improved further, and pupils are able to speak confidently and with passion.

Early years

Strong standard ●

Leaders prioritise the early years. Children join school at different times during the Nursery and Reception Years. The majority of children speak English as an additional language. Many others arrive needing to catch up with their peers nationally. Leaders have made sure that the curriculum is coherently sequenced. It places communication, language and vocabulary at its core. Children develop their skills and make rapid progress. Nearly all of those who have spent substantial time at school reach a good level of development.

Interactions between staff and children are of a consistently high quality. Adults model language effectively. They rehearse key vocabulary and use song, rhyme and dialogue to secure children's understanding. Play dough, craft and small tools help to develop fine motor skills and underpin early writing. Reading is prioritised, with phonics taught from the start with fidelity.

Several children arrive at school with special educational needs and/or disabilities. These children benefit from spending time in 'The Nest'. Here, they receive tailored support. This accelerates their development and helps them to settle. Partnership with parents is effective through daily communication and check-ins. Transition to Year 1 is well managed. Children leave the Reception Year ready for Year 1.

Inclusion

Strong standard ●

Inclusion underpins all of the practice at Clifton Primary School. There is a high proportion of disadvantaged pupils here, and more than half of the pupils speak English as an additional language. Teachers know the needs of individual pupils well and remove any barriers to learning. By the time these pupils leave school, they thrive both socially and academically.

Members of staff work closely with parents and external professionals. This helps to ensure that pupils' needs are correctly identified. This includes those with special educational needs and/or disabilities. Any additional support is well matched to pupils' needs. Their progress is precisely tracked. Where needed, support is altered so that pupils continue to develop. In classrooms, teachers use agreed strategies to help vulnerable pupils feel a sense of belonging and to do well. They do this consistently and effectively across year groups. Additional interventions are also highly effective.

Pupil premium funding is used extremely effectively. Disadvantaged pupils do very well. The academic standards they reach in Year 6 are impressive.

Leaders and staff do not leave anything to chance when it comes to helping vulnerable pupils to thrive. They have high expectations for them.

Leadership and governance

Strong standard ●

Parents feel that 'children are at the heart of everything that is done here'. This is because leaders and staff do not leave anything to chance. They have high expectations for all pupils. They make sure that vulnerable pupils are well supported. Leaders and staff remove any barriers to learning and work with other professionals to help pupils. Pupils achieve very well here.

Leaders have a sharp and accurate understanding of the school's context, strengths and priorities. They know the school. They do not rest on their laurels and continue to strive to make the school even better for the benefit of their pupils. They act decisively in pupils' best interests.

Governance is effective. Trustees and members of the local governing body work together to oversee standards and finance. They check that the school fulfils its statutory duties. This includes safeguarding.

Professional learning for staff is rich and impactful. The trust's teacher development programme provides the framework for the school. Leaders ensure that face-to-face training and one-to-one coaching help everyone to improve. Leaders appreciate the support they receive from the trust. They speak highly of the quality assurance and guidance given. Staff wellbeing is prioritised through manageable systems, open communication and proactive support. Leaders cultivate a professional, respectful culture where staff feel valued and safe.

As a result of their moral leadership, this is a school that is rooted in respect. Pupils feel that they belong, and they grow both socially and academically. Everyone reaches for excellence here.

Personal development and wellbeing

Strong standard ●

Clifton Primary School is a diverse community. Everyone gets on well together. That is because pupils are taught what it is to be different and how to accept other people.

There is a coherent, well-sequenced personal development programme. This is threaded through assemblies, the taught curriculum and wider opportunities.

Leaders use carefully chosen texts to help pupils to reflect. These help pupils to think about different beliefs and experiences. They help them respect others' values and enhance their understanding of right and wrong. Leaders also respond thoughtfully to include any community issues that may need to be addressed.

British values are brought alive through assemblies and 'religion and world views' lessons. Here, there is an emphasis on sharing different views and cultural heritages. Everyone enjoys celebrations from different faith traditions. Pupils apply for a variety of leadership roles to help them understand democracy and the rule of law. Pupils take on the roles of safeguarding ambassadors, assembly technicians and lunchtime assistants with pride.

Cultural diversity and heritage are celebrated at school. The opportunities to get involved with creative, cultural and sporting opportunities are rich. Pupils enjoy clubs such as forest school, mindfulness club, Clifton choir and board games. Football and other sports are well established. Leaders track attendance to ensure that everybody gets a chance and is able to participate. The partnership with a school in Sierra Leone helps pupils learn about difference. Pupils enjoyed the involvement in 'recycle me a city', where pupils made a cardboard city and learned about the environment.

Pupils understand the importance of healthy relationships. They learn about different families and personal safety. The curriculum addresses potential risks to wellbeing. It includes online and offline safety. Pupils' character is actively developed through leaders' high expectations and the wider curriculum. Pupils are confident, resilient and empathetic.

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

Pupils thrive at this highly inclusive school. Pupils come here from all walks of life, and many speak English as an additional language. Everyone does well. All pupils are welcome here, no matter what their background or what barriers they may face. Those who are new to the school settle quickly because they are accepted by other pupils and supported well by adults.

Pupils are proud of their school, and there is a strong sense of belonging. Pupils feel safe here. If ever pupils fall out, or if they are ever unkind, they know that adults will help to sort the situation out. Pupils attend well.

Relationships are warm and respectful; older pupils look after younger ones. Leadership opportunities are plentiful and include roles such as safeguarding ambassadors and assembly technicians. The curriculum is enriched by clubs such as board games and football. Creative projects such as Poartry and 'recycle me a city' help pupils to develop their skills further.

The curriculum is ambitious and creative. Learning is purposeful. Teachers' expert explanations, modelling and questioning help everyone. Staff understand each pupil's needs, interests and potential. The expertise of staff ensures that pupils get the right help at the right time. This is especially the case for pupils with special educational needs and/or disabilities. Pupils enjoy their learning. They leave school having reached high standards. They are prepared well for their next steps. They move on as articulate, kind and culturally aware young people.

About this inspection

This school is part of Humber Education 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), Rachel Wilkes, and overseen by a board of trustees, chaired by Gavin Barley.

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, members of the senior leadership team, the CEO, the deputy CEO and representatives from the board of trustees and local governing body during the inspection. Inspectors contacted one provider of alternative provision. Inspectors spoke to pupils throughout the inspection.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision.

Since the last inspection, a new headteacher has been appointed.

Headteacher: Terri Hadfield

Lead inspector:

Michael Wardle, His Majesty's Inspector

Team inspectors:

Emmeline Ford, Ofsted Inspector

Rob Hunter, 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 3 February 2026

School and pupil context

Total pupils

372

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

315

Close to 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)

48.80%

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

2.96%

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

20.97%

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).

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	77%	61%	Above
2024/25 (revised)	83%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	72%	60%	Above

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	85%	74%	Above
2024/25 (revised)	92%	75%	Above
2023/24 (final)	85%	74%	Above
2022/23 (final)	78%	73%	Close to average

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	83%	72%	Above
2024/25 (revised)	83%	72%	Above
2023/24 (final)	85%	72%	Above
2022/23 (final)	82%	71%	Above

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	90%	73%	Above
2024/25 (revised)	94%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	90%	73%	Above

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	74%	46%	Above
2024/25 (revised)	75%	47%	Above
2023/24 (final)	87%	46%	Above
2022/23 (final)	63%	44%	Above

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	83%	62%	Above
2024/25 (revised)	88%	63%	Above
2023/24 (final)	91%	62%	Above
2022/23 (final)	70%	60%	Close to average

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	80%	59%	Above
2024/25 (revised)	75%	59%	Above
2023/24 (final)	96%	58%	Above
2022/23 (final)	74%	58%	Above

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	87%	60%	Above
2024/25 (revised)	91%	61%	Above
2023/24 (final)	87%	59%	Above
2022/23 (final)	81%	59%	Above

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	74%	68%	7 pp
2024/25 (revised)	75%	69%	6 pp
2023/24 (final)	87%	67%	20 pp
2022/23 (final)	63%	66%	-3 pp

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	83%	80%	3 pp
2024/25 (revised)	88%	81%	7 pp
2023/24 (final)	91%	80%	12 pp
2022/23 (final)	70%	78%	-8 pp

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	80%	78%	3 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	96%	78%	18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	74%	77%	-3 pp

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	87%	80%	7 pp
2024/25 (revised)	91%	81%	10 pp
2023/24 (final)	87%	79%	8 pp
2022/23 (final)	81%	79%	2 pp

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)	3.8%	5.2%	Below
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	6.8%	5.9%	Above

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)	9.7%	13.3%	Below
2023/24 (3 term)	16.5%	14.6%	Close to average
2022/23 (3 term)	20.7%	16.2%	Above

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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