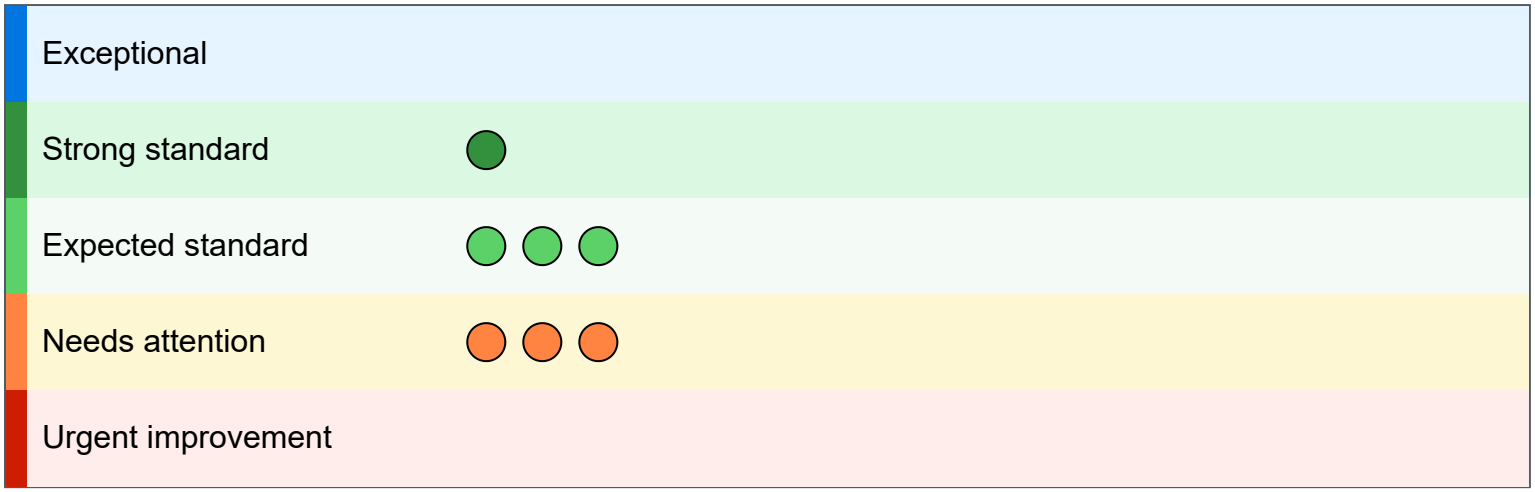
Cleeve Primary School

Address: Wawne Road, Bransholme, Hull, HU7 4JH

Unique reference number (URN): 140437

Inspection report: 24 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

Early years

Strong standard

The early years curriculum is well planned and clearly sequenced. It is rooted in what children need to know and be able to do. Early years staff are highly knowledgeable about childhood development. They skilfully adapt learning activities for children, including those with special educational needs and/or disabilities. All staff proactively engage with children who need more support to learn effectively. Staff adeptly use targeted ‘rainbow challenges’. These tasks enable children to revisit or deepen knowledge across the curriculum. Leaders have an accurate understanding of children’s starting points. They use this to plan ambitious steps towards Year 1 readiness.

The early years environment is accessible, well organised and rich in high-quality resources that promote independence. Children demonstrate curiosity, cooperation and care. For example, in the outdoor area, children explore nature respectfully and engage in fine motor activities that prepare them for writing.

Staff expertly and purposefully model language. They use vocabulary intentionally to maximise the opportunities for children to engage in high-quality interactions. Early reading is prioritised with well-structured small-group phonics sessions that start in Nursery. Staff extend children’s thinking, support problem-solving and sensitively encourage self-regulation. Staff work closely with parents and carers at ‘stay and play’ sessions to secure effective and supportive relationships.

Expected standard

Inclusion

Expected standard

Cleeve Primary is an inclusive school. It supports a rising number of pupils with special educational needs and/or disabilities (SEND) effectively. The school identifies the needs of pupils with SEND quickly. Staff follow a clear process so that emerging concerns are not missed. Leaders reduce barriers to learning for some pupils with SEND through internal nurture provisions that provide targeted and tailored support for pupils. The school supports a high number of pupils with speech, language and communication needs effectively. It provides internal support and work alongside an external therapist. This helps to reduce barriers to learning and support pupils to access the curriculum.

Staff receive professional learning to ensure that they have the right knowledge and skills to adapt learning for pupils. Leaders ensure that they check the progress pupils with SEND make. They evaluate the impact of any additional support or intervention. Leaders work with families, specialists and external agencies to shape the support for pupils with SEND.

The school commissions the use of alternative provision in the best interest of the pupils. Leaders have a secure overview of the use and impact of the additional funding. They use research to inform the appropriate actions set by the school. Leaders check the

effectiveness of the strategy to ensure that pupils close the gaps in their reading, writing and mathematical knowledge.

Leadership and governance

Expected standard

Leaders have a deep understanding of the school's strengths and weaknesses. They have rightly prioritised actions to improve attendance, raise key stage 2 outcomes and secure strong foundations in reading, writing and mathematics. Leaders act quickly where teaching practice falls short. They have introduced sharper systems to monitor the quality of teaching, curriculum delivery and assessment processes.

Leaders, alongside the trust and governors, make decisions in the best interests of pupils, particularly those who are disadvantaged or those with special educational needs and/or disabilities. Professional learning opportunities for staff focus on the school's immediate priorities.

Governance has recently strengthened considerably. The local governing body now offers greater challenge. It holds leaders to account for their improvement actions. Leaders, governors and the trust maintain a focus on positive staff wellbeing. They ensure that staff workload is balanced sensitively during a period of rapid change.

Leaders work to build constructive relationships with families, for example through the 'half-termly showcase events', a revamped website and clear communication in newsletters. Leaders recognise the need to continue to build positive relationships with parents and carers. Leaders demonstrate the urgency, ambition and vision to effect improvement.

Personal development and wellbeing

Expected standard

Leaders have established a well-organised and coherent approach to personal development. The personal, social and health education programme, supported by the trust's safeguarding curriculum, ensures that pupils have access to a broad range of learning experiences. Pupils develop an understanding of fundamental British values and equality. They learn about the characteristics, such as ethnicity, religions and beliefs, that are protected in law. Tailored assemblies to each key stage ensure that pupils receive age-appropriate information. The school provides enrichment experiences to widen pupils' horizons, such as visits to a local care home to interact with residents. This helps pupils to become active and positive members of the community. Educational visits and visitors into school enhance the curriculum. Pupils in Year 5 speak enthusiastically about their trip to London to visit a large city. There is a varied extra-curricular offer delivered by staff and external providers, which includes arts and crafts, cookery, rugby, gymnastics and football. Leaders closely monitor pupils' participation.

Pupils gain an age-appropriate understanding of healthy relationships through the carefully constructed relationship education programme. Pupils demonstrate understanding of consent and puberty. Leaders ensure that pupils know how to stay safe on and offline. Partnership work, such as with the police, supports pupils to understand the risks in their community.

Pupil leadership opportunities are growing in the school. The school provides roles, such as school council, safeguarding ambassadors and the 'Cleeve Crew'. Pupils enjoy being a 'Cleeve Crew' member, supporting younger children at social times. Leaders prioritise mental and physical health education. Pupils can explain how to stay physically healthy and value the free breakfasts the school offers. Pupils benefit from well-established emotional resilience coaching in Year 6 that continues when they attend secondary school.

The school's pastoral support is well coordinated. Leaders identify vulnerable pupils promptly and carefully match interventions to pupils' needs.

Needs attention

Achievement

Needs attention

Over time, pupils have not achieved as well as others nationally. This has been particularly evident in their outcomes at the end of key stage 2 and in the Year 4 multiplication tables check. By the time pupils leave the school, their achievements in reading, writing and mathematics are below the standards achieved by pupils nationally. This means many pupils are not well prepared for their next stages in education.

Some older pupils speak knowledgeably about their recent and prior learning. However, other pupils lack confidence to articulate their learning. This impacts on their ability to connect learning. There is variability in the quality of the work that pupils produce.

Leaders have rigorously analysed the reasons behind the low outcomes and have responded swiftly with suitable actions. For example, they ensure that adaptations are made to meet the needs of pupils with special educational needs and/or disabilities. It is too soon to see the impact of the curriculum changes in the school's published outcomes.

Pupils who are disadvantaged perform at a standard close to other disadvantaged pupils nationally. Children in the early years and pupils in Year 1 generally secure age-expected achievement.

Attendance and behaviour

Needs attention

The school's attendance rate remains below national figures. Leaders take a proactive whole-school approach to improve attendance. However, some actions and initiatives are too new to demonstrate sustained impact.

Staff understand that attendance is everyone's responsibility. Leaders have secured some recent improvement, particularly for targeted pupil groups, such as pupils with special educational needs and/or disabilities (SEND). Leaders now have an accurate understanding of attendance patterns. They identify swiftly pupils at risk of low attendance, which prompts intervention. Some initiatives are beginning to have a positive impact on attendance. For example, certificates, rewards and the introduction of the school's 'attendance bus', which collects pupils at the start of the school day, are beginning to improve attendance.

In classrooms, pupils' behaviour is generally calm. However, where teaching is less engaging, pupils' attitudes to learning and conduct are less positive. The school aligns its behaviour expectations to the trust's relational policy. This is well understood by pupils and staff. This ensures that any instances of poor behaviour are dealt with swiftly and effectively. Leaders make reasonable adjustments for pupils who need support to manage their behaviour. For example, some pupils with SEND access sensory provision. This enables them to adjust their behaviour and work effectively in class. Pupils enjoy the accolade of being on the class 'proud cloud' in recognition of their positive behaviour. The school works closely with parents and carers to ensure that pupils with SEND receive the support they need.

Curriculum and teaching **Needs attention**

Implementation of the curriculum is not secure. Consequently, some pupils find it difficult to recall prior learning because of inconsistencies in the quality of teaching. Some pupils are taught new content before they understand the prerequisite vocabulary or concepts. Some pupils struggle to identify the subject they are learning.

Leaders have a clear understanding of how to improve the quality of the curriculum and teaching. However, actions are at an early stage. Expectations for some foundational skills, such as handwriting and pencil grip, vary across classes. For some pupils, improvements are visible but need to be further embedded.

Staff receive training to support them with making suitable adaptations for pupils with special educational needs and/or disabilities. This work is in its infancy and is not yet fully implemented. This means some pupils receive work that is too easy or hard for them.

The school has put in place a curriculum that has a clear intent and reflects the school's context. Leaders have coherently mapped out the knowledge and vocabulary progression from early years to Year 6. Leaders have a renewed focus on reading, writing and mathematics. The teaching of phonics and early reading is effective. The phonics programme is delivered consistently. Tutoring supports pupils to catch up. Alongside school leaders, the trust has coordinated a professional learning programme to ensure that teachers have the necessary subject expertise.

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

Pupils enjoy coming to Cleeve Primary School. They feel safe in school. Pupils know that they can use the 'ask it basket' if they want to share an anonymous worry. They know what bullying is. Pupils know that staff take any concerns seriously and act swiftly to resolve their worries. Generally, pupils behave well in lessons. Pupils enjoy opportunities to work collaboratively and practically. This increases their engagement and enhances their positive learning attitudes. Pupils embrace the approach of the 'power of yet'. They develop resilience and are encouraged to view challenges as things that they cannot do yet.

Leaders have introduced positive changes to help pupils learn effectively. However, some of these improvements are at an early stage and not consistently embedded across the school.

Over time, pupils do not achieve as well as they should. Some pupils have gaps in their knowledge across a range of subjects. Attendance is too low. This means that some pupils miss out on essential learning and personal development experiences.

Typically, any pupil who needs additional help is supported well. Pupils with special educational needs and/or disabilities receive the academic, social and emotional support that they need. In the early years, children settle quickly because they are well supported by caring staff. Children swiftly grow in confidence to access indoor and outdoor learning tasks independently.

Pupils enjoy a range of activities designed to raise their aspirations, for example visits from a wide range of professionals to inform them of future careers. These experiences help pupils see the wider opportunities available to them. Pupils engage in enrichment themed days that raise awareness of important social and community issues. This helps to build pupils' understanding of empathy, compassion and responsibility.

Next steps

- Leaders should ensure that their work continues to improve pupils' attendance and reduces rates of persistent absence.
- Leaders should ensure that the curriculum is taught consistently well in all subjects and year groups, so that pupils secure the knowledge and skills they need for their next steps.
- Leaders should ensure that teachers fully support pupils at the early stages of learning to secure their foundational knowledge.
- Leaders should ensure that improvements to the curriculum and teaching, including adaptation for pupils with special educational needs and/or disabilities, support all pupils to achieve in line with national expectations at the end of key stage 2.
- Leaders should continue the school's work to further strengthen home–school links.

About this inspection

This school is part of Horizon 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, Michael Dodd, and overseen by a board of trustees, chaired by Michelle Kermeen.

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 senior leaders during the inspection. They also spoke with representatives from the trust and the local governing body.

The school makes use of one registered alternative provision.

The school has undergone significant changes since the last inspection. A new executive headteacher and head of school were appointed in September 2025. A new chair of governors was appointed in February 2026.

Executive Headteacher: Michelle Wilson

Lead inspector:
Alison Stephenson, His Majesty's Inspector

Team inspectors:
Rebecca Clayton, 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 24 February 2026

School and pupil context

Total pupils

380
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

420
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)

62.68%
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

3.68%
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

16.58%
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

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	51%	61%	Below
2024/25 (revised)	52%	62%	Below
2023/24 (final)	56%	61%	Close to average
2022/23 (final)	44%	60%	Below

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	58%	74%	Below
2024/25 (revised)	65%	75%	Below
2023/24 (final)	62%	74%	Below
2022/23 (final)	49%	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	64%	72%	Below
2024/25 (revised)	63%	72%	Below
2023/24 (final)	65%	72%	Close to average
2022/23 (final)	64%	71%	Below

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	67%	73%	Below
2024/25 (revised)	65%	74%	Below
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	63%	73%	Below

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	49%	46%	Close to average
2024/25 (revised)	51%	47%	Close to average
2023/24 (final)	52%	46%	Close to average
2022/23 (final)	45%	44%	Close to average

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	56%	62%	Close to average
2024/25 (revised)	63%	63%	Close to average
2023/24 (final)	61%	62%	Close to average
2022/23 (final)	45%	60%	Below

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	64%	59%	Close to average
2024/25 (revised)	63%	59%	Close to average
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	64%	58%	Close to average

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	65%	60%	Close to average
2024/25 (revised)	61%	61%	Close to average
2023/24 (final)	70%	59%	Close to average
2022/23 (final)	64%	59%	Close to average

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	49%	68%	-18 pp
2024/25 (revised)	51%	69%	-18 pp
2023/24 (final)	52%	67%	-16 pp
2022/23 (final)	45%	66%	-21 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	56%	80%	-24 pp
2024/25 (revised)	63%	81%	-17 pp
2023/24 (final)	61%	80%	-19 pp
2022/23 (final)	45%	78%	-33 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	64%	78%	-14 pp
2024/25 (revised)	63%	78%	-15 pp
2023/24 (final)	64%	78%	-14 pp
2022/23 (final)	64%	77%	-13 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	65%	80%	-15 pp
2024/25 (revised)	61%	81%	-20 pp
2023/24 (final)	70%	79%	-10 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	79%	-15 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)	7.3%	5.2%	Above
2023/24 (3 term)	7.7%	5.5%	Above
2022/23 (3 term)	7.8%	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)	25.2%	13.3%	Above
2023/24 (3 term)	27.6%	14.6%	Above
2022/23 (3 term)	28.8%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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