

Paisley Primary School

Address: Paisley Street, Hull, HU3 6NJ

Unique reference number (URN): 144305

Inspection report: 16 June 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.

Strong standard ●

Early years

Strong standard ●

The early years provision gives children a strong and secure start. Leaders have a clear understanding of children's needs and have shaped a curriculum that focuses on communication, language and the essential knowledge that children need to thrive. This is especially important because many children join the school with very low language levels or barriers to communication. Leaders check the quality of the provision closely through regular reviews of early years practice and ensure that staff receive the training they need.

Teaching is purposeful and full of rich language. Adults model precise vocabulary, use consistent sentence starters and encourage children to explain their thinking. Children confidently identify sounds in phonics or describe how they solve a problem. The curriculum is carefully sequenced from the two-year-old nursery provision through to Reception. This helps children build independence, early reading, number and physical skills. Reading is prioritised from the start. Staff teach phonics consistently and check learning frequently. They ensure that any child who needs extra help receives it quickly.

Children achieve well from their starting points. They demonstrate secure learning behaviours, following cues and instructions and sustaining focus during adult-led tasks. As such, they are well prepared for Year 1. Staff know children well and use tailored support and ongoing assessment to ensure disadvantaged children, those with special educational needs and/or disabilities and those known to social care learn successfully alongside their peers. Parents are kept well informed through daily communication helping everyone share a clear understanding of children's progress and next steps.

Inclusion

Strong standard ●

The school provides a caring and deeply inclusive culture. Staff know children well and act quickly when they identify a barrier to learning. Each week, staff review the provision that each pupil receives and the progress they are making. This helps them understand what every child needs and plan the right support. As a result, pupils who face barriers to learning, such as those who are disadvantaged, those with special educational needs and/or disabilities (SEND), pupils who speak English as an additional language and children known to social care, all receive help that is timely and effective. Leaders use pupil premium funding to strengthen early language and communication, reading and access to wider opportunities. This ensures that vulnerable pupils access the curriculum and take part fully in school life.

Pupils with SEND benefit from high-quality teaching in class and from the school's specialist spaces, including 'The Nest' in early years, and the key stage 1 and 2 'Pods', where staff support pupils to build communication, confidence and emotional regulation. These provisions are well resourced and purposeful, and pupils make clear progress from their starting points. Staff also work closely with external specialists, ensuring that pupils with more complex needs receive the support they need.

A small number of pupils follow personalised timetables or attend carefully chosen alternative provision. Leaders keep close oversight of this, visit regularly and make sure

children are safe and learning well. Across the school, thoughtful adaptations help every pupil to take part and succeed.

Leadership and governance

Strong standard ●

Leaders have taken the school on a highly positive and sustained improvement journey. They have reshaped the school's culture, expectations and provision with clarity, ambition and a strong moral purpose. Leaders have a sharp understanding of the school's strengths and have identified the right priorities for further improvement. Their actions have secured rapid improvements across all areas of the school's provision. Leaders work closely with parents, professionals and community partners. This collaboration has greatly strengthened support for pupils who face the greatest barriers.

Leaders consistently take decisions in pupils' best interests. For example, they have developed specialist provisions for pupils with special educational needs and/or disabilities, opened a new nursery to secure stronger starts for children and provided extensive play facilities for pupils to develop social skills and interactions. Staff have the expertise to confidently lead their areas of responsibility at the school.

Staff describe a culture of trust, care and high expectations. They feel valued and well supported through a programme of professional learning that builds expertise. Leaders manage workload thoughtfully and provide clear direction to staff.

Governance has been highly effective in securing improvements at the school. Governors and trust leaders meet their statutory duties, provide appropriate challenge and ensure that resources are used wisely. Leaders evaluate the impact of their work rigorously, assuring themselves that systems are working as intended. They recognise where refinement is still needed and act decisively to secure continued improvement.

Personal development and wellbeing

Strong standard ●

Pupils benefit from a broad and thoughtfully designed personal development and wellbeing programme that reflects the needs of the school's community. Leaders have created a clear and ambitious curriculum that helps pupils understand how to stay safe, make positive choices and develop the character and confidence they need for later life. Pupils develop a secure understanding of life in modern Britain. For example, regular visits from faith leaders and from refugees help pupils to appreciate diversity and empathise with others. Pupils talk with confidence about the beliefs and customs of different cultures and religions.

Relationships and health education is taught sensitively, with personalised support for pupils who need it. Pupils understand puberty, recognise unhealthy relationships and explain how they have learned to manage stress. Pupils are taught to keep themselves safe online and offline through weekly 'risk of the week' scenarios. They can give examples of how learning about topics such as 'stranger danger' and water safety has helped them outside school.

Pupils have been supported to develop a strong moral compass. They reflect thoughtfully on right and wrong and how they would handle difficult situations. They show resilience and demonstrate kindness and consideration in daily routines. Pupils develop their social skills through structured play, extensive outdoor play provision and collaborative learning. Pupils

benefit from many creative and cultural opportunities including trips, drama productions and charity events, all of which broaden their horizons. Participation is carefully tracked and subsidised so that disadvantaged pupils can take part fully.

Pastoral support is a strength. The school offers comprehensive help for families, from everyday guidance to more targeted emotional wellbeing support and specialist multi-agency work. Leaders know pupils well and review their wellbeing regularly, ensuring support has real impact. A well-planned careers and aspirations programme begins in the early years and grows as pupils move through school, helping them understand the many possibilities open to them.

Expected standard

Achievement

Expected standard 

Pupils' achievement shows a clear and sustained upward trajectory. Pupils are supported to secure the essential knowledge they need. Where pupils have gaps in their learning, including those who join the school mid-year, they catch up quickly.

Overall attainment in national assessments in reading, writing and mathematics is now broadly in line with national figures, with notable recent improvements in mathematics and writing. Disadvantaged pupils achieve well, and gaps between them and their peers have narrowed considerably over time.

Early reading is a strength. Phonics is securely taught and misconceptions are addressed promptly. Pupils who arrive speaking little or no English receive targeted support that helps them access the wider curriculum. Pupils retain knowledge and can explain what they have learned in different subjects.

In the early years and key stage 1, pupils receive precise teaching and rapid intervention when needed. As a result, they demonstrate secure early number, handwriting and vocabulary foundations. Pupils are well prepared for their next steps.

Attendance and behaviour

Expected standard 

Attendance is a clear priority for leaders. They have put secure systems in place to spot any barriers to regular attendance early and work closely with families to remove them. Staff review cases regularly and ensure that pupils who are regularly absent get the right support. Leaders ensure that attendance is routinely emphasised and rewarded through events such as celebration assemblies and house-point incentives. This approach is helping attendance improve over time. This is especially the case for disadvantaged pupils and those who speak English as an additional language. Careful follow-up and regular attendance reviews encourage pupils to attend regularly.

Behaviour across the school is calm, respectful and purposeful. Pupils play harmoniously at social times, show self-discipline and support their peers. In lessons, pupils show positive attitudes to learning, follow routines confidently and respond well to praise and

encouragement. The school's inclusive approaches, including tailored support for pupils with special educational needs and/or disabilities, help all pupils meet expectations. Bullying is rare and leaders ensure that any reported cases are dealt with swiftly and fairly. Pupils feel safe and know who to speak to if they are worried. Leaders' work has created an environment where pupils behave well, feel valued and are ready to learn.

Curriculum and teaching

Expected standard 

Leaders have created a carefully sequenced curriculum that helps pupils build new knowledge securely. Clear school and subject plans show what pupils should learn and when, supporting teachers to build learning step by step. Teachers emphasise important vocabulary and introduce new ideas at the right pace. This helps pupils move from simple concepts to more complex ones with confidence. Pupils benefit from approaches such as 'turn talking' and responding together as a class. These help pupils to practise new words and remember what they have learned.

Teaching is typically well-structured. Teachers generally spot and correct misconceptions quickly, and pupils are comfortable learning from mistakes. Staff have secure subject knowledge, and leaders provide coaching where needed to help refine teaching further.

Leaders have prioritised reading and early writing. Pupils benefit from high-quality phonics teaching and a clear approach to handwriting, spelling and sentence construction. This helps them build the early skills they need to thrive as they move through the school.

The curriculum is adapted thoughtfully for more vulnerable pupils. For example, adaptations such as visual prompts with pictures and labels, thoughtful seating choices and targeted language support help pupils to understand their learning and take part fully in lessons. Pupils who need to secure or catch up with early reading receive well-planned teaching and support.

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

This is a warm, ambitious and highly inclusive school. Pupils from many different backgrounds, including those who are new to the country, feel valued and well supported. Pupils demonstrate being considerate, honest, creative and determined in their day-to-day interactions. One pupil, capturing the feeling of others, told inspectors 'you always feel welcome here and everyone is kind and honest'.

From the early years onwards, children settle quickly. Routines are clear and relationships are strong. Pupils say that they trust adults and know there is always someone to talk to. Bullying is rare and pupils are confident that staff deal with any concerns quickly and fairly. As a result, pupils feel safe in lessons, around school and during social times.

Pupils behave well. They understand the school's expectations and meet them consistently. Classrooms are calm and purposeful, and pupils show highly positive attitudes to learning. They listen carefully, take pride in their work and enjoy the challenge of new learning.

Pupils are confident about what they are learning. For example, they explain how to make circuits in science and the meaning of fairy tales in English. Those who face additional barriers, including disadvantaged pupils, those with special educational needs and/or disabilities and those known to social care, benefit from targeted support that helps them keep up and achieve well.

Pupils feel a strong sense of belonging. They form positive friendships and show kindness and respect towards others. They enjoy the wide range of clubs and trips that broaden their experiences. These include dance and art clubs, learning to play guitar, and taking part in drama productions, such as the recent production of 'Oliver Twist'. Trips to London, York, and visits from the local mayor and refugees help pupils understand culture, life in modern Britain and their role in the wider community.

Pupils thrive here. They attend regularly, develop confidence and resilience, and speak with pride about their school. They are well prepared for their next steps and for life beyond the school gates.

Next steps

- Leaders should further strengthen the consistency of teaching so that pupils' outcomes at the end of key stage 2 continue to improve.
 - Leaders should continue to refine and target their attendance work so that attendance for all pupils, including those with special educational needs and/or disabilities, continues to rise.
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About this inspection

This school is part of The Constellation Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ian Ravenscroft, and overseen by a board of trustees, chaired by Neil Porteus.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the head of school, trust and school leaders, the chief executive officer, trustees and governors during the inspection. They visited lessons and looked at examples of pupils' work. They spoke with pupils during lessons and social times. They spoke with a range of staff and parents.

The inspectors confirmed the following information about the school:

The proportion of pupils with education, health and care plans has risen significantly since the previous inspection. The highest proportion of needs are cognition and interaction and

social, emotional and mental health needs.

The school currently makes use of one unregistered alternative provision.

The school also, under the same registration, runs nursery provision for 2 year olds. This provision opened in January 2026.

Head of School: Jack Danson

Lead inspector:

Chris Carr, His Majesty's Inspector

Team inspectors:

Andrew Crossley, Ofsted Inspector

Neil Butler, 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 16 June 2026

School and pupil context

Total pupils

336

Close to 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

390

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)

37.01%

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

1.79%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.77%

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	49%	61%	Below
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	49%	61%	Below
2022/23 (final)	42%	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 (final)	70%	75%	Close to average
2023/24 (final)	56%	74%	Below
2022/23 (final)	50%	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	63%	72%	Below
2024/25 (final)	72%	72%	Close to average
2023/24 (final)	63%	72%	Below
2022/23 (final)	56%	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	60%	73%	Below
2024/25 (final)	79%	74%	Close to average
2023/24 (final)	56%	73%	Below
2022/23 (final)	48%	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	44%	46%	Close to average
2024/25 (final)	56%	47%	Close to average
2023/24 (final)	45%	46%	Close to average
2022/23 (final)	35%	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	52%	62%	Below
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	43%	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	60%	59%	Close to average
2024/25 (final)	78%	59%	Above
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	52%	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	56%	60%	Close to average
2024/25 (final)	78%	61%	Above
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	43%	59%	Below

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	44%	68%	-23 pp
2024/25 (final)	56%	69%	-14 pp
2023/24 (final)	45%	67%	-22 pp
2022/23 (final)	35%	66%	-32 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	52%	80%	-27 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	43%	78%	-35 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	60%	78%	-17 pp
2024/25 (final)	78%	78%	0 pp
2023/24 (final)	55%	78%	-23 pp
2022/23 (final)	52%	77%	-25 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	56%	80%	-24 pp
2024/25 (final)	78%	81%	-3 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	43%	79%	-36 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 (3 term)	6.5%	5.2%	Above
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	7.3%	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 (3 term)	20.6%	13.0%	Above
2023/24 (3 term)	19.8%	14.6%	Above
2022/23 (3 term)	24.0%	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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