

St Chrysostom's CofE Primary School

URN: 105491 | Inspected: 25 November 2025

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.

Achievement

Expected standard

Pupils' achievement across the curriculum is typically secure. They steadily build up their knowledge as they progress from the early years to the end of Year 6. Achievement in reading is a strength of the school. Pupils become fluent and accurate readers. They also develop similarly secure mathematical knowledge over time. As a result of this well-developed core knowledge, most pupils are able to practise and apply their knowledge in different subjects. Moreover, by the end of Year 6, pupils are well prepared for the new challenges that they will meet at secondary school. Pupils' attainment and progress in national assessments is similar to that of other pupils nationally, including disadvantaged pupils. In writing, achievement is more variable. Published attainment information about Year 6 pupils' writing is also similar to that achieved by pupils nationally. However, at times, pupils do not maintain equally high standards of written work across the curriculum.

Curriculum and teaching

Expected standard

Leaders have designed the school's ambitious and well-organised curriculum with care. Teachers benefit from effective support from leaders and well-chosen resources. As a result, pupils are supported well to secure the knowledge that they need to be ready for their next stages of education. Leaders check how well the curriculum supports pupils' learning regularly. They identify appropriate

areas for improvement

. For example, leaders are currently focused on improving the quality of pupils' writing.

Leaders place reading firmly at the heart of the curriculum. Pupils at the early stages of learning to read benefit from the support of skilled staff. For example, pupils who arrive from other countries quickly develop a secure understanding of spoken and written English. This helps them, and other pupils, to become proficient readers. Leaders ensure that teachers have sufficient knowledge to deliver the intended curriculum with confidence. Teachers' knowledge is particularly effective when developing pupils' reading skills. Teachers help pupils who have gaps in their knowledge, including in reading, to catch up quickly. Pupils can access the rest of their class's curriculum as a result. Teachers check that pupils understand what they have learned. They make sure pupils can

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recall important information when this is needed.

Early years

Expected standard

Children in the early years build up their skills and knowledge steadily across the curriculum. By the end of the Reception Year, most children are well prepared for the more formal curriculum of Year 1. Staff develop warm and nurturing relationships with children across the early years. Staff focus on developing children's language and communication skills. They provide clear and accurate spoken language models for children to copy. Staff make sure that those children who need additional practice in this area access regular and high-quality support. Positive relationships with parents and carers enhance this work. Leaders ensure that children learn how to focus their attention and listening skills. Most children understand the relationship between sounds and letters. They use this phonics knowledge to read simple text accurately. Children practise and refine their newly acquired skills. They respond to the high-quality texts, stories and rhymes that staff share with them with enthusiasm. Staff understand that children may be at different stages of development, especially those in the Nursery class. However, at times, staff in the early years expect some children who have less well-honed skills to complete tasks before they are ready. This can occasionally lead to frustration or loss of engagement.

Inclusion

Expected standard

Leaders make sure that all pupils benefit from a smooth start at whichever point they join the school. All pupils are welcome at the school and benefit from the support of caring staff. Leaders have high aspirations for all pupils. They identify and address most of the disadvantages that some pupils at the school face quickly and skilfully. For example, leaders have a finely tuned understanding of how to ensure that pupils who speak English as an additional language achieve well. This is also true for pupils who are eligible for pupil premium funding. Leaders are adept at helping pupils to believe in themselves. They provide effective support and carefully selected resources to help pupils overcome any barriers that they may face.

Leaders understand the support that most pupils with special educational needs and/or disabilities (SEND) need to achieve well. On the whole, pupils with SEND make steady progress over time. However, the support that leaders provide to teachers and other staff is not as effective as it could be. Sometimes, staff supporting pupils with SEND are unclear what they most need to focus on. As a result, some of these pupils do not build up their knowledge as well as they could.

Leadership and governance

Expected standard

Leaders understand the community that they serve well. They develop positive relationships with parents, carers

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and the local community. Leaders make decisions in the best interest of pupils. They focus on appropriate areas for development. They carry out regular checks on what is working well at the school and what needs to improve. Leaders focus on improving how well pupils attend school and achieve. Leaders at all levels focus on ensuring that disadvantaged pupils are supported to overcome any barriers that they face. They ensure that pupils eligible for pupil premium funding and those who speak English as an additional language achieve well. Leaders' understanding of how to support some pupils with special educational needs and/or disabilities is not as sharp as it could be. At times, this results in teachers not being as well prepared as they could be to provide the support that some of these pupils need. Governors work closely with leaders to define and drive the school's ethos and values. They understand and uphold their statutory duties. For example, they make effective use of their considerable skills and knowledge. They provide effective challenge and support to leaders as a result. There is a strong sense of community at the school. Leaders provide positive role models to staff and pupils. They ensure that teachers receive suitable support. Leaders focus on developing teachers' practice and managing their workload effectively. As a result, teachers access regular professional learning opportunities and staff feel well supported by leaders.

Personal development and wellbeing

Expected standard

Leaders provide ample opportunities to enhance pupils' personal development. They make sure that all pupils, particularly those who are disadvantaged, benefit from trips and activities beyond their everyday experience, such as the Year 6 residential trip. Pupils enjoy having time to pause and reflect. During assembly and at other times throughout the school day, they consider a range of themes linked to the school's values. These include how to make a valued and tangible contribution to the community to which they belong. Pupils are keen to take up leadership roles. These include acting as a sports leader, eco-warrior or a champion for worship. Pupils also contribute to the work of the school through the school council.

Pupils respond well to the clubs on offer at school to develop and enhance their talents and interests. Pupils access activities such as sports, yoga, or art and craft clubs. Leaders support pupils to develop their understanding of their local community and wider world. Pupils learn to recognise and value the richness of diversity within their school and modern British society. Leaders ensure that pupils learn about the fundamentals of democracy. Pupils begin to understand how this contributes to a harmonious society. They understand the differences between right and wrong. Pupils are willing to speak up if they feel others have been treated unfairly. Older pupils can talk with confidence about what makes a healthy relationship. They know how to keep themselves safe, including when online. Pupils develop a secure understanding of emotional health and well-being. They are also aware of the steps that they can take to main their own self-esteem and confidence. This prepares them well for later life. Leaders provide high-quality pastoral support. Pupils make effective use of this when they need a friendly ear to talk through worries or difficulties.

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

Pupils benefit from a warm welcome to this diverse and vibrant school community. Staff know pupils well and

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provide effective support to help them grow in confidence. Pupils who face additional barriers to their learning, including those with special educational needs and/or disabilities, benefit from the additional support that leaders provide for them. Pupils achieve well. They display positive attitudes and determination in their learning. Leaders make sure that pupils who speak English as an additional language settle quickly, make new friends and develop a secure understanding of spoken language. Pupils feel safe and cared for at school. They know which staff to speak with if they have any worries. Pupils make effective use of their class 'worry box' or speak to staff who listen to their concerns. They trust staff to resolve issues that arise. Bullying is rare. Staff take pupils' concerns seriously. For example, they help to resolve any minor squabbles or conflicts between pupils quickly and well. Leaders ensure that pupils make the most of the many places of interest in the school's locality. Pupils visit nearby museums, art galleries, places of worship, leisure facilities and local parks regularly. Activities such as these enrich pupils' learning. They also help pupils to broaden their horizons about what is available to them beyond the school gates. Pupils are polite and considerate. They behave well during lessons and as they move around the school. Pupils embrace the school rules and uphold its values. For example, they hone the skills and attitudes that help them to make a positive contribution to their school and wider community. Pupils enjoy helping others. They learn to listen to differing opinions with respect. Pupils are quick to support and encourage each other in roles such as those of sports leaders, school council members or champions for worship.

Next steps

- Leaders should ensure that teachers are fully equipped with the information, knowledge and expertise that they need to be able to support all pupils with special educational needs and/or disabilities equally well.
- Leaders should ensure that high standards of written work are upheld across the curriculum.

Attendance and behaviour

Expected standard

Leaders prioritise pupils' attendance and punctuality. Levels of attendance have risen steadily in recent years at the school. Most pupils now attend regularly and on time. Leaders provide effective support to help the small number of pupils with less regular attendance habits to improve. Pupils meet the high expectations that leaders have for their behaviour and attitudes willingly. Pupils treat others with respect. They demonstrate positive attitudes to school and their learning. This helps pupils to focus well during lessons. It also helps them to make steady progress during their time at the school. Leaders help pupils to recognise and maintain positive relationships with others. They take appropriate action when pupils' behaviour falls below the expected standard. Leaders support pupils who need additional support to manage their emotions with sensitivity and understanding. They follow up concerns raised by other pupils or their parents and carers with diligence.

[For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:](#)

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<https://whatschool.ai/en/school/st-chrysostoms-cofe-primary-school-manchester>