

St Chrysostom's CofE Primary School

Address: Lincoln Grove, M13 0DX

Unique reference number (URN): 105491

Inspection report: 25 November 2025

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.

Expected standard

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.

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.

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 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 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 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.
-

About this inspection

The school is part of a federation called the St John Chrysostom Federation.

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 executive headteacher and other leaders from the school and the federation during the inspection.

An inspector spoke with a group of governors from the federation.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. Its last section 48 inspection took place in September 2024.

The school does not currently make use of any alternative provision for pupils.

An inspector spoke with a representative from the local authority. She also spoke with a diocesan representative.

Executive headteacher: Gareth Elswood

Lead inspector:

Claire Cropper, His Majesty's Inspector

Team inspectors:

David Robinson, His Majesty's Inspector

Ruth Moran, His Majesty's Inspector

Dianne Holcroft, 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 25 November 2025

School and pupil context

Total pupils

435

Well 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

465

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)

34.02%

Close to 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

2.76%

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

11.49%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	62%	61%	Close to average
2024/25	71%	62%	Above
2023/24	64%	61%	Close to average

Year	This school	National average	Compared with national average
2022/23	53%	60%	Close to average

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	72%	74%	Close to average
2024/25	85%	75%	Above
2023/24	72%	74%	Close to average
2022/23	61%	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	70%	72%	Close to average
2024/25	78%	72%	Close to average
2023/24	74%	72%	Close to average
2022/23	60%	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	80%	73%	Above
2024/25	89%	74%	Above
2023/24	84%	73%	Above
2022/23	69%	73%	Close to average

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	55%	46%	Above
2024/25	74%	47%	Above
2023/24	59%	46%	Above
2022/23	38%	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	66%	62%	Close to average
2024/25	89%	63%	Above

Year	This school	National average	Compared with national average
2023/24	68%	62%	Close to average
2022/23	46%	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	74%	59%	Above
2023/24	64%	58%	Close to average
2022/23	46%	58%	Below

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	77%	60%	Above
2024/25	100%	61%	Above
2023/24	77%	59%	Above
2022/23	58%	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	55%	68%	-12 pp
2024/25	74%	69%	4 pp
2023/24	59%	67%	-8 pp
2022/23	38%	66%	-29 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	66%	80%	-13 pp
2024/25	89%	81%	9 pp
2023/24	68%	80%	-12 pp
2022/23	46%	78%	-32 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%	-18 pp
2024/25	74%	78%	-5 pp
2023/24	64%	78%	-14 pp
2022/23	46%	77%	-32 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	77%	80%	-3 pp
2024/25	100%	81%	19 pp
2023/24	77%	79%	-2 pp
2022/23	58%	79%	-21 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 (1 term)	4.8%	5.1%	Close to average
2023/24	5.9%	5.5%	Close to average
2022/23	6.9%	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 (1 term)	11.8%	14.3%	Close to average
2023/24	16.0%	14.6%	Close to average
2022/23	23.8%	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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit

www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright