



Date : February 2026

RE: OFSTED REPORT FOR ST CHRYSOSTOM'S

Dear Parents and Carers

I am so pleased to share the recent outcome of our Ofsted inspection in November. The report and gradings reflect the dedication and hard work of our staff and students in our school. This is a much-deserved public recognition of the work of everyone associated with St Chrysostom's CofE Primary School. Thank you to all of our supportive parents and carers who support us and the children every day!

I particularly enjoyed reading the Lead Inspector's comments about how:

- Pupils benefit from a warm welcome to this diverse and vibrant school community. Pupils feel safe and cared for at school and embrace the school rules and uphold its values. Staff know pupils well and provide effective support to help them grow in confidence.
- 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 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 prioritise pupils' attendance and punctuality. Levels of attendance have risen steadily in recent years and 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 and make steady progress during their time at the school.
- Leaders have designed the school's ambitious and well-organised curriculum with care and ensure that teachers have sufficient knowledge to deliver the intended curriculum with confidence and benefit from effective support 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.
- Pupils' achievement across the curriculum is typically secure, and attainment and progress in national assessments is similar to that of other pupils nationally,



including disadvantaged pupils. Leaders place reading firmly at the heart of the curriculum and achievement in reading is a strength of the school.

- 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. 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.
- Leaders understand the community that they serve well. They develop positive relationships with parents, carers and the local community.
- Leaders provide positive role models to staff and pupils. They ensure that teachers receive suitable support and 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.

If you want to read the full report please visit the school website.

Consistently achieving such high-quality outcomes is a challenge for all schools in the City and the impact of your work in the school and in the community is a cause for celebration for us all. I am so proud of our school team

Yours sincerely

G.F.Elswood

Executive Headteacher