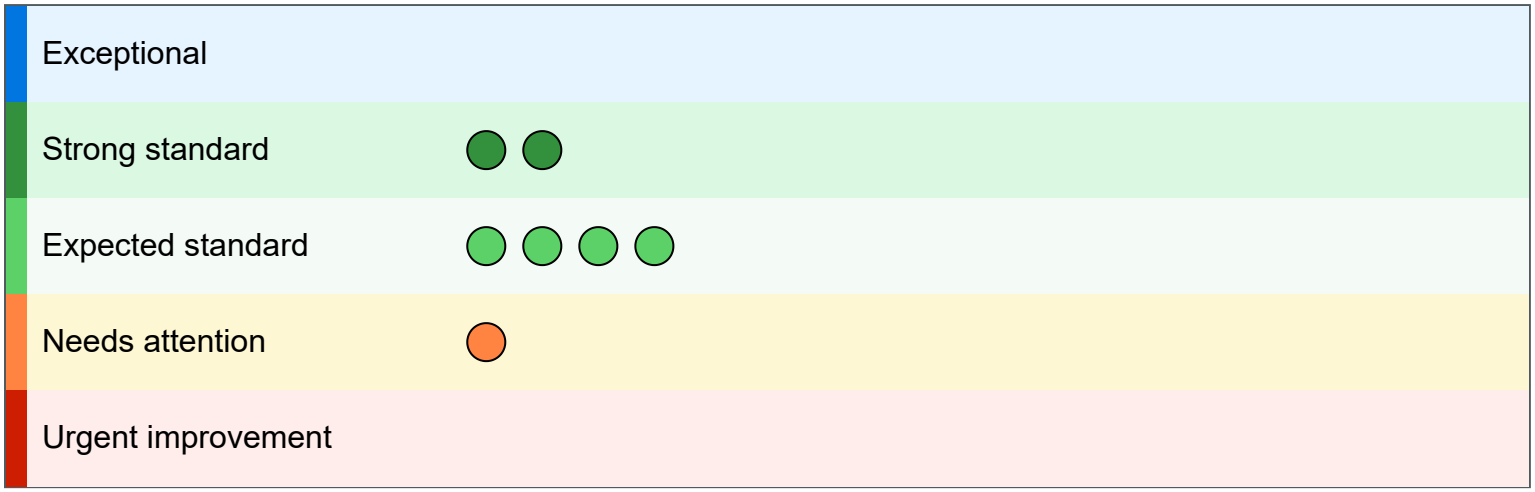
St Agnes C of E Primary School

Address: 50 Hamilton Road, Manchester, M13 0PE

Unique reference number (URN): 105500

Inspection report: 29 September 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

Inclusion

Strong standard

Leaders place inclusion at the heart of their work. They know vulnerable pupils well and act quickly to identify needs and remove barriers to learning and wellbeing. Leaders work closely with families and outside agencies to secure support for pupils facing a range of challenges. They maintain high aspirations for pupils and adapt support to meet individual needs.

Staff support pupils with special educational needs and/or disabilities (SEND) effectively. They use sensory spaces, communication aids and tailored programmes to help pupils thrive. Leaders have developed their own internal provision for pupils added challenges. Staff use this provision to help pupils engage in learning, develop independence and overcome barriers. Staff enable pupils with SEND to access learning and participate fully in school life alongside their peers.

Leaders use additional funding effectively to support disadvantaged pupils and reduce barriers to learning. They provide academic support and review its impact carefully. Leaders also ensure that pupils who are known, or have previously been known, to social care receive timely support. Staff help pupils manage their behaviour and emotions successfully, helping to create a calm and purposeful atmosphere. Leaders champion diversity and inclusion. They ensure that pupils from different cultural, linguistic and religious backgrounds feel valued, represented and included in school life.

Personal development and wellbeing

Strong standard

Leaders have developed a rich and carefully structured personal development programme. It reflects the needs, experiences and aspirations of the school community. Leaders prioritise helping pupils become confident, responsible and well prepared for life in modern Britain. Through lessons and trips, leaders teach pupils how to build relationships, look after their mental and physical wellbeing and stay safe. Pupils develop their understanding of fundamental British values through discussions and debates across the curriculum. Pupils speak confidently about the importance of equality and that it is okay to be an individual. They learn about different beliefs and religions. This helps them to be respectful and tolerant of different faiths and cultures. Pupils value diversity and speak proudly about belonging to a multicultural and multi-faith school community.

Leaders provide a wide range of meaningful opportunities that encourage pupils to make a positive contribution to school life. Pupils take on responsibilities as school councillors, eco representatives, digital ambassadors and wellbeing leaders. Leaders use weekly language celebrations, Peace Mala activities, aspiration-building events and talent showcases to broaden pupils' experiences. This strengthens pupils' sense of belonging. Leaders also respond thoughtfully to the needs of their community by helping pupils raise their aspirations and recognise their individual talents and strengths.

Leaders monitor participation in the personal development offer carefully. They encourage pupils who may otherwise miss out, including those facing barriers to learning or wellbeing, to take part in these opportunities. Pupils speak enthusiastically about clubs such as craft

club and sports clubs. They explain how these opportunities help them develop new friendships, work successfully with others and build confidence and resilience. Pupils also value the chance to learn new skills and discover interests beyond the classroom. As a result, pupils value diversity, contribute to their community and develop the confidence, leadership skills and aspirations they need for their future lives.

Expected standard

Attendance and behaviour

Expected standard

Leaders prioritise pupils' regular attendance. They work closely with families to address barriers to coming to school. Although attendance remains below national averages, leaders work persistently to improve it. They work with the local authority and other agencies to identify patterns in absence and provide support for pupils with additional needs. For instance, staff identify children in the early years who arrive at school not ready to learn. They provide activities that help these children settle into their day before joining the rest of the class. As a result, leaders have reduced the number of pupils who are persistently absent.

Pupils behave well in lessons and during social times. Leaders establish clear expectations through consistent routines and visual reminders around the school. Pupils understand and meet these expectations well. They learn in a calm environment and show respect for staff and one another. Pupils say that bullying is rare and trust adults to deal with concerns quickly and effectively. Staff build meaningful relationships with pupils, contributing to the welcoming atmosphere across the school. Staff provide pupils who find it difficult to manage their emotions. This helps these pupils to experience success, especially at social times.

Curriculum and teaching

Expected standard

Leaders have designed a broad and balanced curriculum that clearly identifies the knowledge pupils should learn in each subject. Leaders have redesigned some curriculum areas to better meet pupils' needs. Leaders check the quality of how the curriculum is being delivered regularly. However, they do not evaluate this work precisely enough to ensure that pupils experience the same quality of learning across the school. As a result, recent curriculum developments remain at an early stage and have not been consistently embedded across all year groups.

Leaders adapt the curriculum appropriately for pupils with special educational needs and/or disabilities. Teachers make suitable changes to learning activities so that these pupils can access the curriculum successfully. Staff also provide additional lessons for a small number of pupils who need to learn in different ways.

Leaders prioritise staff development and provide training to strengthen subject knowledge. Staff introduce and reinforce key vocabulary effectively. They regularly revisit prior learning to help pupils remember more. Staff use assessment information to identify gaps in pupils'

learning and adapt teaching when needed. These approaches help staff to deliver the curriculum consistently, enabling pupils to build their understanding across subjects.

Early years

Expected standard

Leaders ensure children have a positive start to their education in the early years. They have created a calm and nurturing environment where routines are well established. Staff help children settle quickly into learning. Leaders recognise the communication, language and school-readiness needs that many children have when they join the school. They have designed provision and trained staff to meet these needs effectively. Staff focus on developing early language and personal development skills. They prioritise reading from the beginning of the school day and provide regular opportunities for children to develop a love of books and stories. Children engage in learning and develop the behaviours needed for success.

Leaders ensure that staff adapt communication carefully to meet individual needs. Staff use visual supports, signs and other strategies to help children who speak English as an additional language access learning successfully. They identify children who need additional support at the start of the day and provide activities that help them prepare for learning. Leaders also provide smooth transitions between activities and opportunities for children to develop independence. Through this work, children develop the knowledge, skills and behaviours they need for the next stage of their education.

Leadership and governance

Expected standard

Leaders understand the school's strengths and areas for development. They prioritise attendance, achievement and inclusion. They adapt the school's provision to meet the needs of pupils and families. Leaders are highly visible within the school community and know pupils and their circumstances well. Leaders also promote community engagement through helping pupils and families access support and feel valued. They respond carefully to local challenges, including high levels of deprivation and the needs of pupils who speak English as an additional language.

Leaders build positive relationships with parents and carers. They help families access training, volunteering and employment opportunities. They provide regular training that helps staff develop the knowledge and skills they need to support pupils effectively. Although leaders check the quality of teaching and learning across the school, they do not use this information precisely enough to ensure that pupils receive the same high-quality learning experience in each year group.

Governors understand the school's strengths and areas for development. They provide appropriate support and challenge. Governors value the school's inclusive ethos and the work undertaken to support the local community. They fulfil their statutory responsibilities effectively. Governors complete regular training and maintain oversight through the work of the link governors. They also support the wellbeing of the leaders and staff, recognising the demands of leadership. Leaders carefully consider the workload of staff and support their individual needs thoughtfully. This means that staff morale is high.

Needs attention

Achievement

Needs attention

Pupils typically make progress through the curriculum, including those who join the school with limited English or barriers to learning. Pupils can demonstrate their knowledge and skills in some areas, particularly in reading. They enjoy sharing about what they have read and develop appropriate fluency and confidence. However, by the end of Year 6, pupils' attainment remains below national averages across several areas, including in writing and mathematics. Disadvantaged pupils also do not attain as well as their disadvantaged peers nationally.

Leaders have begun to address the weaknesses in pupils' handwriting, spelling and understanding of number. However, this is at an early stage. Consequently, too many pupils do not attain the knowledge and skills expected for their age, particularly in mathematics and writing. This leaves some pupils less well prepared for the next stage of their education than they should be.

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

Pupils are proud to belong to this welcoming school community. They benefit from caring relationships with staff who know them well and understand the challenges some pupils and families face. Pupils feel safe in school. They know that staff listen to their worries and act when concerns arise. Staff help pupils resolve friendship difficulties, including bullying, quickly.

Pupils behave well in lessons and during social times. They move around the school calmly and show respect for one another. Pupils with special educational needs and/or disabilities receive support that helps them participate in school life alongside their peers. Children in the early years settle quickly into routines and develop the behaviours needed for learning. Most pupils attend school regularly and arrive at school happy and ready to learn.

Pupils enjoy their learning and engage enthusiastically in lessons. Pupils who speak English as an additional language and those facing barriers to learning make progress from their individual starting points. In several subjects, particularly reading, pupils develop their knowledge and skills well over time. However, attainment is less secure in mathematics and writing, where pupils do not achieve as well as they could. This means that, some pupils are not as prepared as they could be for the next stage of education by the time they leave primary school.

Pupils celebrate the rich diversity of their school community. They learn about different cultures, faiths and languages. This helps them develop respect for others. Initiatives such as Peace Mala promote kindness, tolerance and mutual respect. As a result, pupils value difference and show inclusive attitudes towards others.

Pupils also benefit from a range of enrichment and leadership opportunities. Many take on responsibilities as school councillors, eco representatives and digital ambassadors. Pupils

enjoy attending clubs and activities, particularly chess and circus clubs. These experiences broaden pupils' horizons, raise aspirations and prepare them for life in modern Britain.

Next steps

- Leaders should continue to embed recent curriculum developments so that foundational knowledge and skills, particularly in spelling, handwriting and mathematical fluency, are consistently secured, leading to improved attainment by the end of key stage 2.
- Leaders should further develop their approaches to monitoring to assure themselves that the curriculum is delivered consistently well and use this information to drive professional learning and improve practice where needed.

About this inspection

The chair of the board of governors in this school is Lesley Gutteridge.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 29 and 30 September 2026.

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 headteacher, other leaders, staff, pupils, parents and carers during the inspection. The lead inspector also spoke to representatives of the governing body, the diocese and a representative of the local authority.

The inspector confirmed the following information about the school:

This school is registered as having a Church of England religious character. Its last section 48 inspection was 5 May 2026.

The school currently uses no alternative provision.

Headteacher: Shoab Uddin

Lead inspector:
Andrew Scholz, His Majesty's Inspector

Team inspectors:
Liz Davidson, Ofsted Inspector
Ros Munro, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

429
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: 268

School capacity

465
Well 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)

51.80%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.03%
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: 4.1%

Pupils with special educational needs (SEN) support

21.21%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	48%	62%	Below
2023/24 (final)	36%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	72%	75%	Close to average
2023/24 (final)	52%	74%	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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	56%	72%	Below
2023/24 (final)	57%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	74%	Close to average
2023/24 (final)	52%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	39%	47%	Close to average
2023/24 (final)	31%	46%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	63%	Close to average
2023/24 (final)	46%	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	59%	Below
2023/24 (final)	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	61%	Close to average
2023/24 (final)	50%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	39%	69%	-30 pp
2023/24 (final)	31%	67%	-37 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	46%	80%	-34 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	78%	-35 pp
2023/24 (final)	46%	78%	-31 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	50%	79%	-29 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	7.6%	5.1%	Above
2024/25 (3 term)	7.7%	5.2%	Above
2023/24 (3 term)	7.4%	5.5%	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
2025/26 (1 term)	28.4%	14.4%	Above
2024/25 (3 term)	29.7%	13.0%	Above

Year	This school	National average	Compared with national average
2023/24 (3 term)	24.2%	14.6%	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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