

East Crompton St James Primary School

SCHOOL SELF EVALUATION 2025/26

CURRICULUM INTENT

	Strengths	Barriers	What we already do	What we need to do
Life Experiences	- Clubs out of school e.g. uniformed groups, organised sports - Well-travelled (abroad) - Engagement with wider family – working parents so more involvement with grandparents, aunts etc. re. Childcare - Positive role models - First hand experiences - Links with the church	- Social interaction limited due to use of technology including social media, gaming - Social media use outside of school having a very negative impact on pupils mental health & wellbeing. Parents are reluctant to deal with this and expect school to do so - Not very street-wise, do not take calculated risks	- Forest school – whole school - Visits/visitors linked to Topics - Residential - After school clubs - Community role models visits to school - e.g. Fire service - Community events – e.g. music festival - Safety workshops - e.g. road safety, online safety - Cultural experiences – e.g. pantomime - Chromebook project offers safe internet useage / protection from harm - Holiday clubs offered to St James' pupils at St Thomas'	Increase awareness of local offers – e.g. Gallery Oldham (visits linking to Topics, assembly visitors to promote community services and provide information for parents)
Speech, Language and Communication Skills	- Communication/discussion around homework - Access to a wide range of books at home (reading for pleasure) - Families talk to each other about school and learning.	- Some children reluctant to give all/have fun in performances/productions – appear self-conscious or don't put themselves up for it - Limited vocabulary as starting points. - Some parents do not value homework and / or find it difficult to find the time to complete this with their children	- S&L champion – JB - S&L early intervention via programmes delivered by specialist trained staff - P4C - Phonics - Guided reading - Curriculum – focus on subject specific key vocabulary	1:1 Reading volunteers needed - Embed talk through stories across the school - Ensure that children are Read To on a daily basis
Social Skills	- Happy and confident to approach adults - Responsible in face to face situations	Online arguing/disputes – e.g. Instagram, Snapchat, X Box which evolves and is difficult to resolve once it spills into school	- EYFS extended open door policy - Breakfast club meet and greet - P4C and high profile development of emotional literacy (My Happy Mind) - Class assemblies - Productions - Prefects, Deputy Prefects and monitors - Online Safety integral part of the curriculum - Children supported to develop social etiquette through modelling and support as needed.	- Develop roles of Y6 prefects, mental health ambassadors to support with conflict resolution and play - Visits/visitors linked to Topics
Readiness to Learn	- Enjoyment/enthusiasm in new practical experiences, e.g. DT - A large majority of pupils are ready to learn with positive reinforcement from parents / carers	- Some children do not embrace challenge, lack of resilience/grit - Some children arrive at school tired or hungry. - Some parents can be overly critical of school - Some children anxious to come to school because of social media negative interactions	- Breakfast club is now from 8am (To support working parents) - Visits/visitors linked to Topic - Morning work - P4C - Broad and balanced high quality focused curriculum - Behaviour policy/rewards - Mindfulness and high profile development of emotional literacy - Emphasis on attendance and punctuality - ELSA intervention available for those pupils with mental health issues.	Yr5/6 career aspirations event