

East Crompton St James CofE Primary School

Address: St James Street, Shaw, Oldham, Lancashire, OL2 7TD

Unique reference number (URN): 105710

Inspection report: 20 January 2026

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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders are persistent in ensuring that pupils attend school regularly. They promote good attendance at every opportunity. Leaders track emerging patterns in pupils' attendance closely. When necessary, they sensitively support or challenge parents and carers when pupils are absent. Leaders' actions have contributed to a fall in persistent absence during the current academic year. As a result, pupils attend school more frequently than the national average and miss very few lessons.

Leaders set very high expectations for pupils' behaviour. They create an environment where pupils can thrive. Staff establish routines well, including during social times such as break and lunchtime. They manage behaviour consistently and remain on hand to support pupils as they arrive each morning, carefully helping any who need additional assistance when they first come into school.

Pupils, including the youngest children, demonstrate strong self-discipline. They manage their own behaviour successfully and staff rarely need to remind them how to behave. Pupils strive to earn their 'always' badge, which many wear with pride on their school uniform. In the classroom, pupils concentrate well, stay focused on their learning and develop highly positive learning habits. Collectively, this builds a strong sense of belonging and community across the school. As a result of this well-established learning environment, incidents of discrimination, bullying or prejudiced behaviour are extremely rare.

Inclusion

Strong standard ●

Inclusion is at the heart of the school's work. Pupils' needs are swiftly and accurately identified through carefully considered, well-established systems. The contributions of parents and carers are sought out and valued to ensure that the school has a well-rounded understanding of pupils' needs. Leaders ensure that staff have the right training to understand and meet pupils' needs. As a result, teachers use effective adaptations in their classrooms so that pupils can access the ambitious curriculum.

Clear and decisive leadership drives improvement for pupils with special educational needs and/or disabilities, disadvantaged pupils and those facing additional challenges. The school has invested thoughtfully and effectively to create an environment that supports the full range of pupils. For example, adaptations have been made to the kitchen where pupils learn to cook so all pupils can access lessons there.

Leaders thoroughly check on pupils' progress and the impact of the support provided. They use this information to precisely match provision to needs. Additional funding is used effectively to support disadvantaged pupils. For example, the school employs a range of professionals to support pupils' emotional and mental health. This is a highly effective part of the school's provision to support its vulnerable pupils.

Expected standard

Achievement

Expected standard 

Typically, pupils achieve well over time. Overall, they achieve the expected standards in reading, writing and mathematics at the end of key stage 2. Disadvantaged pupils usually achieve broadly in line with national outcomes. However, the school has correctly identified that more pupils could achieve the higher standards in some areas. The school has begun to tackle this well. For example, more pupils achieve greater depth in writing than previously. Younger pupils learn to read very effectively. As a result, above average proportions of pupils achieve the expected standard in the phonic screening check. Where some published outcomes, such as the multiplication check, are not as strong as leaders intend, they have taken effective action to improve this. These improvements are not yet reflected in published outcomes.

In most subjects, pupils learn the knowledge that leaders intend. Pupils remember this knowledge more successfully in some subjects than others. For example, pupils' recall of key knowledge in science is better than in history or geography.

Curriculum and teaching

Expected standard 

The school has a wide-ranging and aspirational curriculum. It sequences learning logically, ensuring that pupils gain the knowledge and skills they need to achieve success over time. Teachers generally have the subject expertise required to deliver the curriculum. They adjust the curriculum for pupils with special educational needs and/or disabilities when needed. Teachers usually explain new concepts clearly. They frequently review pupils' understanding. Staff check pupils' learning and address gaps before they introduce new material. Overall, they typically do this effectively. However, sometimes, teaching introduces new ideas and moves on before pupils are ready or have secured key knowledge.

The school prioritises the development of pupils' essential skills in reading, writing and mathematics to prepare them for future success. Since the previous inspection, leaders have improved the teaching of phonics. As a result, pupils read with confidence and fluency. Leaders make well-judged decisions to strengthen the curriculum further. For example, recent efforts to improve handwriting are beginning to show impact. Pupils generally write neatly and fluently. Nevertheless, some pupils have not yet fully mastered these important handwriting skills.

Early years

Expected standard 

Leaders prioritise the early years and ensure that pupils get off to a good start. They evaluate the early years curriculum carefully so that it precisely meets children's needs when they join the school.

The curriculum places a sharp emphasis on developing language and communication. Leaders and staff make sure key vocabulary is visible and used across the environment. This helps children to develop their language skills. Staff share stories regularly so that children experience a rich and varied vocabulary every day. Staff training remains central to

improving early years provision. Recent development work to strengthen the quality of conversations and engagement between adults and children is evident in the classroom. This further supports children's language development.

Children secure the phonics knowledge they need to read age-appropriate texts. They use this knowledge to improve their writing. Most children leave the early years well prepared for Year 1. However, some children still require additional support to develop accurate letter and number formation as they enter Year 1.

Leaders build strong partnerships from the start with parents and carers. Staff use the information parents share with them effectively to put the right help in place for children quickly.

Leadership and governance

Expected standard 

Governors, leaders and staff have a shared collective vision for the school. They try to ensure that pupils who attend the school have the best education possible. Governors play an active role in the life of the school. They meet their statutory duties and keep regular oversight of safeguarding, the curriculum and how resources are used. Leaders across the school demonstrate a secure understanding of the school's strengths and areas that require improvement.

Governors and school leaders take decisions with the pupils' best interests at heart. They consider the impact their decisions have for pupils. For example, they evaluate the impact of their work to strengthen their offer for pupils with special educational needs and/or disabilities. Leaders also prioritise next steps and take purposeful action to address them. To strengthen their work even further, governors now need to look even more closely at pupils' outcomes, especially for disadvantaged pupils. This will enable them to offer robust challenge and make sure their decisions are helping all pupils to achieve as well as they can.

Staff are proud to work at the school, supported by the positive culture leaders have created. Staff feel that leaders pay due regard to their workload and wellbeing. Leaders ensure that staff access training to carry out their roles effectively. Governors understand the importance of this in helping staff, including early career teachers, to develop their expertise in different subjects.

Personal development and wellbeing

Expected standard 

Pupils benefit from a well-crafted and comprehensive personal development programme. The school designs and adapts its personal, social, health and economic curriculum carefully to meet the needs of pupils. Pupils learn about different types of relationships, online safety and equality. They understand how to respond appropriately if others pressure them to make unsafe choices. The school encourages pupils to reflect on their beliefs and develop character traits such as perseverance. As a result, pupils do not give up when they face challenges, which is evident in lessons. Pupils also debate key topical issues, voting as a class to decide which question to explore.

Pupils have many opportunities to learn about fundamental British values, including rights and responsibilities. They link these well to the school's golden promises. Pupils also learn about a range of religions and visit places of worship, such as a local Hindu temple. These experiences help pupils recall their learning more readily. However, some pupils do not yet understand these concepts as securely as leaders expect. Leaders now need to ensure the programme consistently strengthens pupils' knowledge and understanding.

The school provides a wide range of opportunities for pupils to learn how to keep themselves healthy. Through carefully selected programmes, pupils learn how to maintain both their physical and mental health. Pastoral support is highly effective. Pupils know where to seek help and feel confident doing so. Staff know pupils and families well. When needed, they put targeted support in place, ensuring pupils get the right help. This particularly supports disadvantaged and vulnerable pupils, who settle quickly and participate confidently.

Leaders closely check pupils' participation in extra-curricular activities, including additional holiday clubs. They take steps to ensure all pupils, including vulnerable pupils, can attend. Leaders view this provision as an entitlement, not an add-on, demonstrating the school's strong commitment to including pupils in all aspects of school life.

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

Pupils arrive at school each day excited to learn. They are very proud to be part of the school. This is reflected in their high rates of attendance. Pupils are keen to take on leadership roles such as prefects to support the calm, purposeful atmosphere in school. They are highly motivated to uphold the school's values of trust, service, perseverance, justice and compassion.

The school cultivates a strong sense of community with ambitious expectations for every child. It provides highly effective guidance and support for all pupils. Throughout the school, leaders and staff are committed to recognising each pupil as an individual. This helps them to effectively remove any potential barriers to pupils' learning and ensures that their needs are met. As a result, pupils, including disadvantaged pupils, are well prepared for the next stage in their education and life beyond the school.

The school is built on warm, caring relationships. Staff know the children well and provide excellent pastoral support. This helps pupils feel valued and part of the school community. Older pupils are thoughtful role models and look after younger children with kindness. From the moment children join in the early years, they experience this nurturing ethos. It helps them to settle quickly and make a really positive start. Throughout the school, pupils feel safe and happy. Pupils are incredibly respectful to their peers, staff and visitors. They follow the school rules diligently. As a result, incidents of bullying are very rare. If any issues, such as bullying, arise, pupils trust that staff will deal with them promptly and effectively.

Pupils appreciate the many activities the school offers to develop their interests. When pupils asked for more opportunities to support their mental health, leaders put these in

place. Pupils, including those with special educational needs and/or disabilities, enjoy taking part in the wide range of sporting competitions.

Next steps

- Leaders should ensure that staff have the expertise to teach handwriting effectively and consistently so that pupils, including those with special educational needs and/or disabilities, develop the accuracy and fluency they need to write well.
 - Leaders should ensure that teachers use their checks on pupils' learning in different subjects to ensure that pupils secure key knowledge before moving on to new learning.
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About this inspection

The chair of the board of governors in this school is Kathryn Jackson.

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 headteacher, deputy headteacher, assistant headteacher and special educational needs coordinator during the inspection. The lead inspector met with a group of governors, including the chair of the governing body. Inspectors also spoke with a wide range of staff during the inspection.

This school is registered as having a Church of England religious character. The school received its last section 48 inspection in March 2024.

The inspectors confirmed the following information about the school:

The school makes use of no alternative provision.

Headteacher: Adam Laskey

Lead inspector:

Stuart Perkins, His Majesty's Inspector

Team inspectors:

Elizabeth Stevens, Ofsted Inspector

Chris Wilkins, Ofsted 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 20 January 2026

School and pupil context

Total pupils

184

Below 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

210

Below 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)

40.22%

Above 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

4.35%

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

7.07%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

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	57%	61%	Close to average
2024/25 (revised)	52%	62%	Below
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	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	70%	74%	Close to average
2024/25 (revised)	66%	75%	Below
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	72%	73%	Close to average

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	69%	72%	Close to average
2024/25 (revised)	72%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	66%	71%	Close to average

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	71%	73%	Close to average
2024/25 (revised)	72%	74%	Close to average
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	63%	73%	Below

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	46%	46%	Close to average
2024/25 (revised)	33%	47%	Below
2023/24 (final)	63%	46%	Above
2022/23 (final)	50%	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	59%	62%	Close to average
2024/25 (revised)	47%	63%	Below
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	71%	60%	Close to average

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	59%	59%	Close to average
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

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	57%	60%	Close to average
2024/25 (revised)	47%	61%	Below
2023/24 (final)	63%	59%	Close to average
2022/23 (final)	64%	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	46%	68%	-22 pp
2024/25 (revised)	33%	69%	-36 pp
2023/24 (final)	63%	67%	-5 pp
2022/23 (final)	50%	66%	-16 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	59%	80%	-20 pp
2024/25 (revised)	47%	81%	-34 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	71%	78%	-7 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	59%	78%	-18 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	50%	77%	-27 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	57%	80%	-23 pp
2024/25 (revised)	47%	81%	-34 pp
2023/24 (final)	63%	79%	-17 pp
2022/23 (final)	64%	79%	-15 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 (2 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	4.6%	5.9%	Below

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 (2 term)	15.0%	13.3%	Close to average
2023/24 (3 term)	12.1%	14.6%	Close to average
2022/23 (3 term)	8.8%	16.2%	Below

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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