

Inspection of a good school: Mab Lane Junior Mixed and Infant School

Mab Lane, Liverpool, Merseyside L12 6QL

Inspection dates:

14–15 January 2020

Outcome

Mab Lane Junior Mixed and Infant School continues to be a good school.

What is it like to attend this school?

Pupils at Mab Lane enjoy coming to school. They say that their school is a friendly place. This can be seen in how well pupils get along with each other in lessons and at breaktimes. Pupils trust their teachers to look after them well. Teachers have high expectations of pupils' work and behaviour. Pupils live up to these expectations by working hard in class and being well behaved around school. Pupils particularly enjoy the wide variety of exciting activities that they take part in as they complete the school's '50 Things to Do' programme. These include things like walking barefoot on a beach and visiting famous sites in London.

Pupils feel safe in the school. They learn important rules about how to keep themselves safe. Internet safety has been given a high profile, and pupils have a good understanding of how to stay safe online. Pupils have no concerns about bullying. They said that teachers are good at sorting out any problems that crop up. Parents and carers agree. One parent said, 'Every single member of staff should be applauded for the work they do.' Almost all parents expressed similarly positive views.

What does the school do well and what does it need to do better?

The school motto, 'Only the Best', sums up leaders' ambitions for the school and its pupils. Leaders set an excellent example for others. They have designed a rich and ambitious curriculum. Leaders know their local community very well. They explain clearly how their curriculum is designed to meet the needs of their children and families. Leaders work hard to ensure that pupils broaden their vocabulary and develop strong skills in English and mathematics. They have made sure that the curriculum also builds pupils' knowledge across a wide range of subjects.

Pupils learn to read well. The curriculum for reading is well planned. In the early years, children enjoy listening to stories. They enthusiastically join in with activities that develop their speaking and listening skills. This strong start is now being built on in key stage 1. Leaders have developed a well-structured phonics programme and have ensured that

staff are well trained in teaching phonics. This is leading to more pupils reaching the expected standard in the Year 1 phonics screening check. Pupils go on to develop their reading comprehension skills well. More and more pupils are leaving Year 6 as very capable readers.

Leaders are working to develop a love of books and reading across the school. Their efforts are starting to bear fruit. They have made sure that each class has a cosy reading area. Pupils take part in enjoyable reading events, such as the visit of the Book Bus. Many pupils can name their favourite authors or books.

The physical education (PE) curriculum is well planned and sequenced. For example, pupils in Year 1 learn to perform simple balances, while pupils in Year 3 develop sequences of balances and use proper gymnastic terms, such as straddle and tuck. Pupils also learn important facts about health and fitness. Leaders have made good use of specialist coaching to enhance pupils' learning in PE and to help teachers improve their subject knowledge.

Science is typically well planned so that learning from one year is built upon effectively in subsequent years. Teachers encourage pupils to think like scientists by asking them to make predictions and record their observations. They also develop pupils' scientific vocabulary, so pupils learn the meaning of words like insulator and carnivore. However, sometimes, the school's curriculum plans do not make it clear enough to teachers exactly what pupils are supposed to know and remember at the end of each science topic. This means that pupils' learning in science is not always as successful as it could be.

Children make a good start in the early years. Leaders are keen and knowledgeable. They have made sure that the early years curriculum is well planned and matched to children's needs. Staff interact well with children, building up their language skills successfully. They make particularly good use of the school's attractive outdoor learning areas.

Leaders and teachers work hard to meet the needs of pupils with special educational needs and/or disabilities (SEND). Provision in the speech and language resource base is of a high standard. Good support for pupils with SEND throughout the school makes a positive difference to their learning.

Staff have high expectations of pupils' behaviour throughout the school. The youngest children settle in quickly and learn to play well together. Older pupils support each other well and are polite and friendly to visitors. Across the school, pupils' behaviour is good.

Staff feel valued in the school. Leaders take steps to look after their well-being. They manage teachers' workload well, for example by giving them dedicated time to complete key tasks.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given a high priority at the school. Staff receive regular training. Records of checks on the suitability of staff and volunteers at the school are in line with the government's guidance.

Staff know the signs that may mean a pupil is worried or at risk. Effective procedures are in place to record and then follow up any such concerns. Records show that leaders are quick to address any safeguarding issues. They work well with other agencies to protect pupils from harm. This ensures that pupils and their families get the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made sure that pupils benefit from a well-thought-out and sequenced curriculum. However, in some subjects, the school's plans do not make clear exactly what pupils are expected to know and remember. For example, in science, it is not clear precisely what pupils are expected to know by the end of each unit of learning. This leads to pupils' progression through the curriculum being less secure. Leaders need to ensure that teachers are clear about the subject-specific knowledge that pupils are expected to know by the end of each unit of learning.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 9–10 June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	131480
Local authority	Liverpool
Inspection number	10122131
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair of governing body	Richard Reid
Headteacher	Laura Morgan
Website	www.mablaneprimary.co.uk/
Date of previous inspection	9–10 June 2016, under section 5 of the Education Act 2005

Information about this school

- The school runs breakfast and after-school provision.
- The school has provision for 2-year-olds in Nursery. They attend part time. Some of the older children in the Nursery class also attend part time while others attend full time.
- There is a resource base catering for early years children with specific speech and language needs attached to the school. Children in this provision attend part time.

Information about this inspection

- During the inspection, I examined a range of documents, including improvement plans, self-evaluation information, attendance records, curriculum planning and reports from the local authority.
- I met with a representative of the local authority.
- I met with a group of four governors.
- I talked with pupils, both formally and informally, about behaviour and attitudes in the school. I also saw how pupils moved around the school and how well they behaved at breaktimes.

- I checked the school's safeguarding policies and procedures and the school's record of required checks on staff. I also talked to leaders, staff, pupils and governors to check how effective safeguarding is in the school.
- I focused deeply on reading, science and PE. As part of this focus, I visited lessons and talked with leaders and teachers. I talked with pupils about their learning and looked at their books and other records of their work. I also heard a group of Year 2 pupils read.
- I took into account the 27 responses to Ofsted's online survey, Parent View, including responses to the free-text service. I also received one letter and an email from parents. I looked at the 28 responses to the online staff survey.

Inspection team

Neil Dixon, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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 <http://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 2020