

Inspection of Mab's Cross Primary School

Standishgate, Wigan, Lancashire WN1 1XL

Inspection dates: 15 and 16 March 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to this welcoming school. Leaders ensure they bring out the best in everyone, as the school motto promises. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are happy and safe. They enjoy learning and have highly positive attitudes to their education.

Leaders and staff make sure that pupils' behaviour is exemplary. Pupils are respectful of each other and support and care for each other. They are welcoming and polite. Pupils understand what bullying is. They have trusted adults in school to talk to about concerns. Pupils told inspectors that adults deal with the very rare cases of bullying straight away.

Pupils enjoy the range of activities on offer. They look forward to residential trips such as a cultural visit to London. This increases their understanding of the wider world. They value clubs such as cooking, comic book drawing, and puzzles.

Pupils understand the importance of helping their local community. They support the local food bank charity and have organised litter picks. Pupils become active and responsible members of their community.

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

Leaders have constructed an ambitious curriculum that is carefully thought out. The curriculum excites, and engages and promotes learning from the minute children join the school in the Reception Year. In most subjects, leaders are clear about the knowledge that pupils should learn and when they should learn it. This helps to ensure that most pupils achieve well.

In a minority of subjects, the curriculum is at an earlier stage of development. As such, leaders have not checked that these curriculums are being delivered to help pupils to know and remember more. As a result, pupils are not able to apply what they know as confidently and independently as they do in other subjects.

Teachers have a good knowledge of the subjects that they teach. They have resources that reflect the ambition of the curriculum. This means that teachers successfully create an environment that enables pupils to progress well through the curriculum. Pupils learn about a diverse range of people and places in the world. They understand and appreciate difference in the world and its people.

In some subjects, teachers use assessment strategies well to check that pupils understand new knowledge. They use the information from these checks effectively to check for gaps in learning and to modify the curriculum. In a minority of subjects, leaders have not ensured that assessment information is used as well to inform

future learning. Consequently, at times, pupils' learning does not always build on what they already know.

Leaders have prioritised reading across the school. There are new and engaging books for all pupils to read in classrooms and in the library. Children in the early years and pupils in the rest of the school are well motivated to read. Leaders have introduced a new phonics curriculum. This ensures that there is a sharp focus on early reading. They have invested in new books to match the sounds that pupils are learning. Pupils read often at home and in school. Those who require support to keep up with the curriculum are supported well. Consequently, most pupils learn to read accurately and fluently during their time in school.

Pupils behave and conduct themselves exceptionally well. This begins in the early years where children learn to follow clear routines. Pupils have high levels of respect for others. They also play an important role in creating an aspirational environment. Any disruption to pupils' learning is very rare. Pupils are focused and motivated to achieve well.

Pupils contribute to the life of the school and the community. They learn how to be responsible and active citizens. For example, there is a school and eco council. Pupils in the eco council organised a 'switch off fortnight' to encourage others to save electricity. Pupils understand fundamental British values and diversity. They understand other cultures, faiths and beliefs. This means that pupils are tolerant and respectful and value the importance of everyone being treated equally.

Leaders ensure that all pupils are supported, including those with SEND. They know pupils well and identify pupils' additional needs early. Staff support pupils with SEND effectively from the early years to Year 6. Additional support is provided where necessary. As a result, pupils with SEND are supported to access the full curriculum.

Leaders and governors have a clear and ambitious vision for the school. They know the school well and have a detailed understanding of its strengths and areas for improvement. Governors understand their roles and carry them out effectively. Staff feel supported by leaders because their workload and well-being are prioritised.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured staff have the knowledge to identify pupils who may be at risk of harm. Leaders have implemented clear systems for staff to report their safeguarding concerns. Leaders act in a timely way to follow up any concerns. They secure help for vulnerable pupils and families. Leaders work with different agencies to ensure pupils are supported appropriately.

Pupils learn how to keep themselves safe. This includes when they are online. Pupils also learn how to stay safe outside of school and in the home. For example, they understand how to keep safe around strangers and how to cross the road safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, curriculums are new and leaders have not checked how well these curriculums are being delivered. In these subjects, pupils are not able to apply what they know with as much fluency and independence as they do in other subjects. Leaders should ensure that teachers implement the intended curriculums in all subjects well so that pupils know more and remember more in all subjects.
- In some subjects, assessment strategies are not used well to check pupils' understanding. As a result, teachers do not identify gaps in pupils' knowledge or act swiftly to address these gaps. Leaders should ensure that staff are suitably trained to check pupils' learning across all of the subjects that they teach.

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 information from Ofsted Parent View 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	106405
Local authority	Wigan
Inspection number	10200839
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	Local authority
Chair of governing body	Nicola Birchall
Headteacher	Andrea Poole
Website	www.mabscross.co.uk
Date of previous inspection	19 December 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and other leaders in the school, including leaders for pupils with SEND. Inspectors spoke with a group of governors, including the chair of the governing body. The lead inspector spoke to a representative from the local authority and a member of the Wigan headteachers' consortium.
- Inspectors looked at a range of documentation relating to safeguarding. This included: the school's central record of staff and visitors; staff training records; records of safeguarding and samples of the records kept on individual pupils.

- Inspectors completed deep dives in these subjects: early reading, mathematics, geography and art and design. They talked with the curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. Inspectors discussed the curriculum and looked at samples of pupils' work from other subject areas.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They observed pupils' behaviour as they moved around the school.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with parents and carers as they dropped their children off at school. They considered the responses to Ofsted Parent View. They also considered the free-text responses from parents to find out their views of the school.
- Inspectors considered the responses to Ofsted's staff and pupil surveys.

Inspection team

Sally Timmons, lead inspector

Her Majesty's Inspector

Tina Cleugh

Ofsted Inspector

Sarah Price

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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