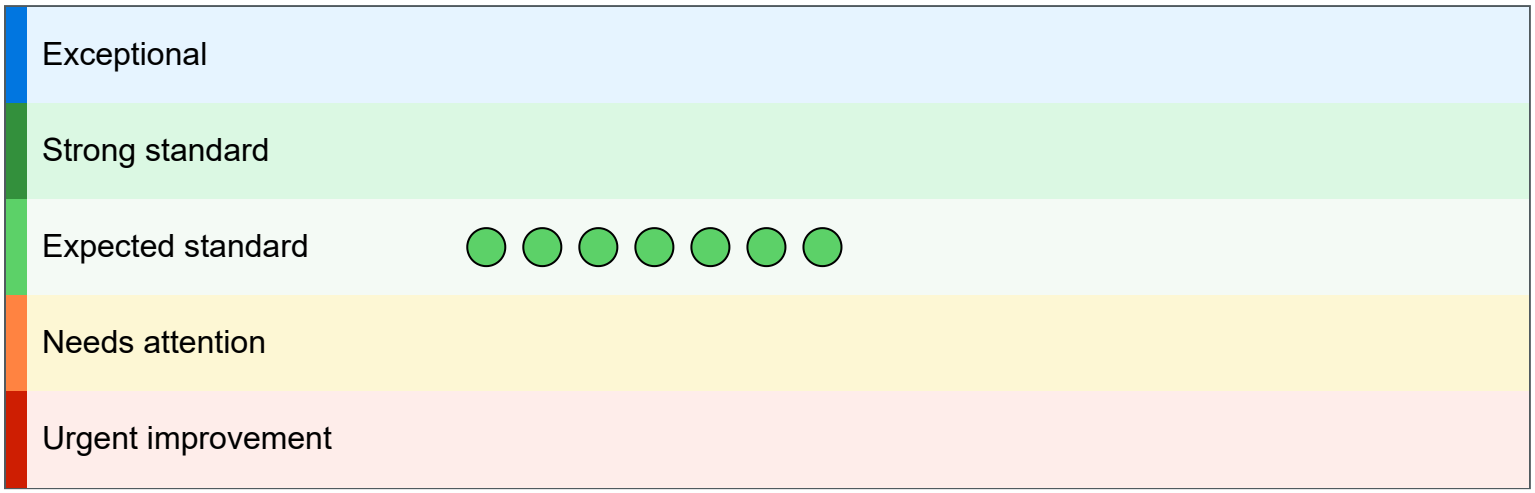
# Marsden Infant and Nursery School

**Address:** Brougham Road, Marsden, Huddersfield, West Yorkshire, HD7 6BN

**Unique reference number (URN):** 107644

# Inspection report: 20 October 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.

# Expected standard

## Achievement

**Expected standard**

The school's focus on securing children's foundational knowledge and skills starts in the early years. Children in Nursery Year and the Reception Year gain confidence in understanding and using spoken language. They begin to communicate well with others by sharing their thoughts and ideas. Early mathematics knowledge is also well established. By key stage 1, pupils speak confidently about mathematics, using the appropriate vocabulary. They explain key concepts, including place value.

Outcomes in the phonics screening check remain in line with national averages. The school swiftly identifies gaps in pupils' phonics knowledge. However, this is not the case in all subjects. On occasion, in writing and some wider subjects, staff do not check learning promptly enough, and gaps therefore persist for some pupils.

Pupils learn an age-appropriate curriculum across the subjects. Pupils, including those with special educational needs and/or disabilities, make progress from their starting points. Pupils remember key knowledge. For example, in geography, they share their learning about human and physical features in their locality.

Typically, pupils are well prepared for their next stage at junior school.

## Attendance and behaviour

**Expected standard**

Routines and expectations are firmly established in the early years. Children and pupils across the school know what is expected of them at different times of the day. Most engage well in lessons and enjoy their learning. They respond swiftly to reminders or adult instruction. Pupils value the rewards they receive for their positive behaviour. They take pride in demonstrating the school's values.

Pupils know what bullying is and what it is not. They understand that they sometimes fall out with friends, but adults in school help them resolve disagreements. Pupils become increasingly independent in finding their own resolutions. With support from skilled staff, pupils become increasingly aware of their emotions. Those who still need support to manage behaviours receive help to do so.

Pupils enjoy coming to school. Most attend well. However, a minority still do not attend regularly enough and miss important learning. Leaders have strengthened attendance and absence procedures. They work proactively with wider agencies and parents and carers. Direct work with families helps leaders to understand barriers to attendance. This work is having a positive impact and improving attendance for many pupils.

## Curriculum and teaching

**Expected standard**

The school prioritises reading. Pupils learn phonics successfully. Teaching, as well as the books pupils read, matches closely to what pupils know and can do. This enables them to practise reading fluently and confidently. In the early years, stories and rhymes are central to

the school day. This promotes an early love of reading and a growing enthusiasm to learn new words and vocabulary.

The school is at an earlier stage of developing the teaching of writing. Leaders have developed the curriculum to ensure progression from the early years into key stage 1. Pupils learn the correct posture, pencil grip and pressure for writing. Staff design activities well to support children's physical development in the early years. This prepares them for writing in key stage 1. However, some writing tasks in Year 1 and Year 2 are not matched closely enough to pupils' stage of learning.

Since the last inspection, leaders have developed the wider curriculum. They have designed a curriculum outlining clearly what pupils need to know and when. For example, in art, pupils build their knowledge of different drawing techniques. Consideration is given to how this is taught across mixed-age classes. Staff are supported to develop their subject knowledge, enabling them to deliver learning clearly. Pupils with special educational needs and/or disabilities learn successfully alongside their peers, with individual support where needed.

## Early years

**Expected standard**

Children typically achieve well during their time in the early years. Staff quickly identify their starting points and ensure that they understand each child's needs, This includes children with special educational needs and/or disabilities. Staff focus clearly on identifying gaps in learning, particularly in children's language. Children receive targeted support and quickly gain confidence to speak to familiar staff and their friends, for example when asking each other for help during play.

The school has made considerable improvements to its early years provision since the last inspection. Leaders have designed a curriculum to ensure that children learn important knowledge across the 7 areas of learning. This is well sequenced, builds on children's prior knowledge and prepares children for Year 1.

The learning environment gives children opportunities to practise key skills and become independent learners. Training has strengthened staff interactions with children. Staff successfully introduce new vocabulary and develop children's learning. Children listen carefully to adults and respond well.

Staff follow appropriate care practices and understand their responsibilities for meeting the early years statutory requirements.

## Inclusion

**Expected standard**

Leaders ensure that the school is an inclusive environment for all pupils. They swiftly identify the needs of pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those previously known to social care. Close working relationships with parents and carers are central to the school's approach.

Staff receive appropriate training to support pupils across the school. They seek advice from external professionals to ensure the support in place remains in pupils' best interests. Ongoing professional dialogue between teachers and leaders responsible for pupils with

SEND ensures timely adjustments are made to their provision when needed. Most pupils with SEND access the curriculum successfully alongside their peers. Where pupils continue to have gaps in their learning, staff use additional interventions to help them secure the knowledge they need to make progress. The school ensures parents remain fully involved. Parents value this close working relationship with the school.

Leaders identify the specific barriers to learning and wellbeing faced by disadvantaged pupils and those previously known to social care. Through its pastoral offer and targeted approach, the school provides bespoke support to ensure that pupils' academic and wider needs are met. The school ensures that no barriers prevent pupils from participating in learning and the wider offer available.

## Leadership and governance

**Expected standard**

Leaders, who were new to school at the time of the last inspection, have an accurate understanding of the school's context and community. They have identified appropriate priorities. Leaders are tenacious in their approach to ensuring that pupils experience a high level of education and care. They have made well-considered decisions about the urgency of school priorities, ensuring actions are implemented successfully in a timely way. Leaders have established a safeguarding culture that is now a strength of the school. They continue to identify the right areas for improvement and keep pupils at the heart of their decision-making.

Staff development is at the centre of the school's improvement work. Training is improving consistency in teaching and learning. Professional development is research-informed and aligns to the school's priorities. The school uses external partnerships to broaden staff experience of learning from other schools. Staff value these additional opportunities. They say their workload is taken into consideration and feel that change is managed well.

Staff, leaders and those responsible for governance share the same sense of pride in their school. Governors have an accurate understanding of the school's strengths and areas for development. They are ambitious for the pupils who attend. Governors have supported improvements by checking the impact of actions taken by school leaders.

Parents and carers hold the school in high regard. They recognise that leaders are proactive in supporting pupils' needs and organising effective support for families.

## Personal development and wellbeing

**Expected standard**

The school provides high-quality pastoral support. Leaders and staff know families well. They understand what pupils need to succeed in their learning and thrive at school. Trained staff deliver interventions and group work when pupils need this to support their wellbeing. Parents and carers value the school's focus on nurture. They speak very positively about the care their children receive.

The school has developed its wider offer for pupils in recent years. Leaders carefully consider what pupils need to become well-rounded, active citizens of the future. The personal, social and health education (PSHE) curriculum contributes well to pupils' overall personal development, including through its focus on relationships and health education.

Pupils talk confidently about how to stay healthy. For example, recent learning from the Harvest Festival has reinforced learning about healthy foods. Older pupils confidently explain the importance of eating foods from each food group.

Pupils across school learn to keep themselves and others safe. They develop an age-appropriate understanding of risk. They know important rules that help them to stay safe online. They name trusted adults who they can speak to if they have any worries. The school ensures that pupils learn key knowledge from the PSHE curriculum, such as healthy relationships, securely and in an age-appropriate way. Staff receive training to deliver this important aspect of the curriculum. Pupils with special educational needs and/or disabilities (SEND), or other barriers to learning, attend additional sessions to consolidate this knowledge.

The school's curriculum helps pupils to learn about different beliefs and appreciate differences in society. Work to broaden pupils' understanding of their locality includes actively supporting charities and developing their sense of responsibility. Pupils value opportunities to take on roles in the school. They explain their work as reading ambassadors, school councillors, eco-warriors and values ambassadors. The school carefully tracks access to clubs and activities, including for disadvantaged pupils and pupils with SEND.

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

The school's values, 'belong, nurture, inspire, succeed', help to establish a culture of mutual respect between staff and pupils. Positive relationships underpin the ethos of this school. Pupils try hard in lessons and are eager to do well. The school's focus on ensuring that pupils secure basic knowledge, particularly in reading, enables most pupils to achieve well, ready for their next steps at junior school.

Rules and routines are quickly established in the early years. This helps even the youngest children to settle quickly. A calm and purposeful atmosphere supports learning in the classrooms. Pupils are eager to share their learning with each other as part of their partner work and with visitors to the school.

Pupils know the behaviour expectations of the school. They know the school rules and follow these well. Pupils confidently state that there is no bullying there. Pupils demonstrate care for others during social times and when learning in the classroom. In the early years, children ask each other for help when this is needed. Pupils feel safe in school. Pupils know they have someone to talk to if they have any worries.

Children in the early years engage in purposeful play, which includes a focus on turn-taking and developing a sense of working together. This helps them to understand the importance of teamwork. As pupils move through school, they have additional roles, for example reading ambassadors and values ambassadors. They are proud of these responsibilities, working to support the school and each other.

Pupils are keen to share the opportunities for learning outside of the classroom. They visit Skipton Castle to support their learning in history and a tropical indoor environment to bring

science learning to life.

Pupils enjoy school. Most attend well. Families continue to receive support where attendance needs to further improve so that all pupils can benefit from the school’s offer.

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## Next steps

- Leaders should further refine their work to improve pupils’ writing, ensuring that expectations are consistently high across the school and activities are well matched to pupils’ needs.
- Leaders should continue their work to ensure checks on pupils’ learning are timely so that errors and misconceptions are addressed swiftly.

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## About this inspection

The chair of the board of governors in this school is Helen Allen.

This inspection took place on 20 and 21 October 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, assistant headteacher and other staff during the inspection. The lead inspector spoke with representatives of the governing body, including the chair of governors, as well as a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Nicola Jablonski

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**Lead inspector:**
Sarah Gordon, His Majesty's Inspector

**Team inspector:**
Alison Ashworth, 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 20 October 2026

## School and pupil context

### Total pupils

**95**
Well 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: 268

### School capacity

**180**
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)

**21.05%**
Close to 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

## 1.05%
Below 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**

## 22.11%
Well above average

**What does this mean?**

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

National average: 15%

**Location deprivation**

## Close to 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).

# 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)** | 6.5% | 5.1% | Above |
| **2024/25 (3 term)** | 4.1% | 5.2% | Below |
| **2023/24 (3 term)** | 3.5% | 5.5% | 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 |
|---|---|---|---|
| **2025/26 (1 term)** | 25.4% | 14.4% | Above |
| **2024/25 (3 term)** | 6.5% | 13.0% | Below |
| **2023/24 (3 term)** | 5.4% | 14.6% | 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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