

Inspection of Marsden Infant and Nursery School

Brougham Road, Marsden, Huddersfield, West Yorkshire HD7 6BN

Inspection dates: 5 and 6 June 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Marsden Infant and Nursery School is warm and welcoming. Pupils arrive in the morning with smiles on their faces. They are kind, respectful and tolerant towards each other. Pupils have excellent relationships with adults who, being part of a small school, know each pupil very well.

Pupils enjoy learning and behave well. There is a calm sense of purpose around the school. There is little disruption in lessons. Pupils feel safe in school and bullying is rare. They attend school regularly and on time.

The school's ambitions for the pupils are not fully realised. Pupils, because the curriculum is not well sequenced and delivered, do not know and remember enough of the knowledge they need to succeed. In some subjects, the key knowledge and key vocabulary that pupils should learn are not outlined in the school's planning. In these subjects, pupils do not make the progress of which they are capable.

Parents and carers are supportive of the school. They appreciate the level of care and support pupils receive in this inclusive school, especially those pupils with special educational needs and/or disabilities (SEND). One parent said, 'All staff show genuine concern for all children. My child literally skips into school.'

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

Reading is prioritised. The school's provision for early reading and phonics is effective. Pupils in Reception and Year 1 learn to read quickly, fluently and with confidence. Staff are well trained to deliver the school's phonics programme. Their expectations are clear. Teaching is precise and interventions are delivered with expertise. Assessment is strong. Pupils who fall behind are quickly identified and supported to keep up. Year 2 pupils talk with confidence about the books that they are reading. They make judicious links between characters and describe key aspects of the plot correctly. Pupils enjoy listening to their teachers reading. The teachers provide a strong model for reading.

In the early years, children benefit from warm relationships and well-established routines. They get off to a positive start in Nursery. They are excited and curious learners who develop confidence and independence, especially when learning in the outdoor environment. For example, during the inspection, some children worked together cooperatively to create a tunnel on a ramp. In Nursery, children's oracy skills are developed as they listen to highly engaging stories. In the early years, planning provides a sequenced development of knowledge and skills for some, but not all, areas of learning. Staff track children's progress carefully. Interactions with adults are inconsistently focused. As a result, children do not learn equally well across all areas of the provision.

In subjects like science, a detailed and well-sequenced curriculum flows from the early years through to Year 2. In these subjects, teaching is effective because

teachers know what to teach and when to teach it. Pupils develop secure knowledge and skills. Year 2 children talk with confidence and excitement about the different parts and functions of a plant, categorise living creatures and know about good and bad germs. Similar, well-sequenced, planning exists for computing and mathematics. Despite this planning, teachers' questions and assessments are not well focused. Pupils do not use and apply their knowledge and skills to reason and problem-solve as they should.

In other subjects, curriculum planning is not sufficiently detailed or sequenced. In these subjects, pupils' learning is not secure. They struggle to talk about their learning in these subjects because teaching is not precise and their knowledge is not built progressively over time. Assessment to check on learning during some lessons is not focused on the key knowledge and skills that pupils need. Gaps in pupils' learning and/or their readiness to move on are not identified quickly.

Inclusion lies at the heart of this school. Leaders are ambitious for pupils with SEND. The learning needs of pupils with SEND are thoroughly assessed. Their targets are meaningful and relevant. Staff have the information they need to support pupils in lessons. Pupils with SEND learn well and play an active part in school life. They are confident when in school and clearly enjoy the opportunities that they are given.

Pupils' personal development is well provided for. Pupils learn to be tolerant and respectful towards others. This shines through in their interactions. Pupils learn how to be safe, especially in terms of water and road safety. They talk with confidence about how to work and play safely online. Pupils benefit from completing enterprise activities and attending a wide range of after-school clubs. Pupils also contribute to the community beyond the school through participation in events like the 'Cuckoo Festival'. They are proud of their school council. They elect the members democratically and relate their election to the general election. Pupils are developing an appropriate understanding of fundamental British values. They understand that rules keep them safe and help them to get on with their learning. Pupils are also developing a secure early understanding of a range of different cultures and faiths. Pupils are very clear that this is a school where it is okay to be different. They know that everyone is unique and special.

Despite the recent period of turbulence in staffing, leaders and governors have remained ambitious for all pupils. They have focused on bringing about much needed stability to the school. However, the school has not had a sharp focus on improving the whole curriculum. The school has not thoroughly checked the impact of the curriculum in all areas, including for pupils with SEND. As a result, pupils are not achieving well in all subjects. Where there has been a focus from leaders, for example in early reading, improvements have been made. Changes in the early years have also had a positive impact. The school is aware that there is much still to do to ensure that pupils develop the depth of knowledge they require across the whole curriculum.

Staff feel well supported. Their well-being is considered by leaders. They have confidence that the newly formed leadership team, and the direction set by

governors, will achieve the improvement needed in the school. The school welcomes support from a range of external partners, including a learning partner from Kirklees local authority, the English hub and a multi-academy trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not evaluated the impact of some subject curriculums in a focused and timely manner. Curriculum changes have not been made swiftly enough. The school should act assertively on its precise and regular evaluations of the curriculum.
- Curriculum planning is inconsistent. In some subjects, pupils cannot remember or talk about what they have learned. The school must ensure that all curriculum planning clearly identifies the specific knowledge, skills and vocabulary that pupils should learn
- In some subjects, teachers do not know where there are gaps in pupils' knowledge. As a result, learning activities are not well matched to pupils' needs. The school should ensure that gaps in pupils' knowledge are identified regularly.
- In the early years, some interactions between adults and children lack focus. Children do not make as much progress as they should. The school must ensure that staff have a clear understanding of the expected learning for each activity so that all interactions are effective.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes

pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 107644 |
| Local authority | Kirklees |
| Inspection number | 10342739 |
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 122 |
| Appropriate authority | The governing body |
| Chair of governing body | Helen Allen |
| Headteacher | Nicola Jablonski (Interim Headteacher) |
| Website | www.marsdeniandnschool.co.uk |
| Date of previous inspection | 4 June 2019, under section 8 of the Education Act 2005 |

Information about this school

- A new and interim headteacher took up post on the day before this inspection was announced.
- The school is a smaller-than-average primary school.
- The school does not make use of any alternative provision.
- The school works in partnership with a multi-academy trust.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the interim headteacher and other members of the leadership team.
- The lead inspector met with representatives of the board of governors, a representative of the local authority and the chief executive officer of a multi-academy trust.
- Inspectors met with the leader for behaviour and attendance, the leader for personal, social and health education and the SEND coordinator.
- Inspectors carried out deep dives in the following subjects: early reading and phonics, mathematics, geography and science. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, conducted joint lesson visits with leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at planning for computing and met with the subject leader.
- Inspectors observed pupils' behaviour in classrooms, around school and at playtime and lunchtime.
- Inspectors met with pupils to talk about behaviour and personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils, and Ofsted's online survey for parents, Ofsted Parent View. These responses included comments received via the free-text facility. Inspectors also talked to some parents at the end of the school day.

Inspection team

| | |
|--------------------------------|------------------|
| Chris Jennings, lead inspector | Ofsted Inspector |
| John Davie | Ofsted Inspector |

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