

Inspection of St Andrew's and St Mark's CofE Junior School

Maple Road, Surbiton, Surrey KT6 4AL

Inspection dates: 30 November and 1 December 2021

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

This school was last inspected over 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils are happy and feel safe in school. Bullying is not tolerated. Staff ensure that pupils understand about different types of bullying. They work closely with pupils to resolve any issues that do occur. Pupils have very high standards of their own and others' behaviour.

Leaders and teachers have high expectations of all pupils. They provide high-quality education, so pupils achieve their potential in all subjects. Pupils are enthusiastic about all they learn in every subject.

Pupils know that leaders value their opinions and contributions to the school. The school parliament, and its members of parliament (MPs), are involved in decisions made, such as interviewing new staff. The MPs also work with senior leaders to review current school practices and suggest ideas for improvements.

All pupils have access to an impressive offer of wider enrichment opportunities. While this was interrupted during the COVID-19 restrictions, leaders were ambitious in their plans to maintain the broadest offer possible. This included virtual trips, a live online discussion with the local MP, and telescopes to borrow for stargazing. The offer has now been restored again in full, and each year group has already taken part in several external activities to enrich their learning. A wide variety of clubs is also available.

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

Leaders have developed an ambitious curriculum. It has been carefully considered to ensure it meets the needs of all pupils and represents the diversity in the school community.

Leaders have identified the key knowledge and vocabulary that they want pupils to learn in every subject. They have thought carefully about how subjects are taught so that pupils know and remember more over time. Teachers enable pupils to recall their previous learning and understand how this helps with their current and future learning. Pupils with special educational needs and/or disabilities experience a carefully planned curriculum that supports them to access the same learning as their peers.

Teachers have strong subject knowledge. They make excellent use of resources such as the science laboratory and the design and technology room. These help to develop and apply pupils' skills and understanding to more complex ideas. Assessment is highly effective. Teachers check what pupils have learned and adapt their plans to help pupils overcome any misunderstandings. This approach also helps fill gaps in pupils' knowledge.

Leaders prioritise the development of reading skills. Leaders work closely with the pupils' previous school so that those who need extra help receive it as soon as they start in Year 3. Staff are well trained to deliver the phonics programme. They ensure pupils read books that match the sounds they know. Pupils who need extra help catch up quickly.

Behaviour is exceptional. The high expectations from staff and robust systems for dealing with any incidents ensure that pupils understand the importance of good behaviour. Pupils are responsible, respectful and demonstrate high levels of self-control. Their recent learning about consent and respecting others' 'body boundaries' contributes to the highly respectful behaviour in the playground. They know how to keep safe online.

Pupils are highly knowledgeable about British values. Pupils know about the rule of law and democracy. They understand that Britain is a multicultural society, and they respect diversity. They say that, 'we judge others by their actions and not how they look'. Leaders place high importance on respecting diversity and equality of opportunity. During physical education (PE), for example, all pupils are given the opportunity to attend sporting tournaments. Those chosen are carefully considered each time to ensure fairness and inclusivity. All pupils benefit from this offer.

Leaders, including governors, understand their statutory duties. They have an accurate, insightful understanding of the school's strengths and the areas they still want to develop further.

Staff are overwhelmingly positive about their support from school leaders. They say their workload is considered and they feel they have a say in school decisions. All staff who took the survey stated they enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is interwoven into the culture of the school and curriculum. Leaders ensure safeguarding is a high focus and an intrinsic part of the school ethos.

Staff know their responsibilities for safeguarding. All staff and governors are well trained. Robust procedures ensure that any concerns are quickly identified. The appropriate support is then sought and put in place as soon as possible.

Rigorous monitoring and partnership work with a range of external agencies ensure staff make use of specialist support and bespoke advice for each child who needs it.

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	102588
Local authority	Kingston upon Thames
Inspection number	10204496
Type of school	Junior
School category	Voluntary aided
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair of governing body	Robert Stanier
Headteacher	Alison Vigurs
Website	www.sasm.kingston.sch.uk
Date of previous inspection	18 September 2007

Information about this school

- The school is a junior school.
- The school is larger in size than the average junior school.
- The school runs a breakfast and after-school club.
- The school had its last Statutory Inspection of Anglican and Methodist Schools in October 2017.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher remotely, and the deputy headteacher and assistant headteacher, as well as members of staff, on site. They also spoke with a representative of the local authority, and met with six governors, including the chair of governors.

- The inspectors carried out deep dives in these subjects: early reading, geography, science, computing and PE. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also looked at curriculum plans and samples of pupils' work in other subjects, and spoke to pupils about design and technology, history, music, modern foreign languages and art.
- The inspectors looked at a range of documents.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions and responses to Ofsted's surveys.

Inspection team

Samantha Ingram, lead inspector	Her Majesty's Inspector
Jonathan Newby	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector

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