

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

Address: Maple Road, St Andrew's & St Mark's Junior Sch, Surbiton, Surrey, KT6 4AL

Unique reference number (URN): 102588

Inspection report: 14 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Strong standard ●

Achievement

Strong standard ●

Throughout the school, leaders ensure that pupils' progress from their different starting points is consistently positive. The progress of disadvantaged pupils and those with special educational needs and/or disabilities is just as positive as their peers because they benefit from a curriculum that is both ambitious and refined to meet their specific needs.

Pupils consistently achieve highly across a wide range of subjects. They speak confidently about what they have learned and remember this knowledge over time. For example, in history, pupils recall their previous learning in detail, such as how and why the Roman Empire changed Britain.

From the start, pupils build very secure foundations in reading, writing and mathematics. By the end of Year 6, pupils' combined outcomes in national assessments for these subjects are above the national average. Disadvantaged pupils also achieve well. Leaders are sharply focused on raising these pupils' achievement even further, especially, for instance, in mathematics. By the time pupils leave the school, they are very well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Attendance is above the national average and improving further year on year. Leaders are tenacious in ensuring that pupils attend regularly. If a pupil's attendance falls below expectations, leaders take swift, targeted action and work closely with families to reduce barriers. This includes pupils with medical needs, pupils with special educational needs and/or disabilities and disadvantaged pupils. As a result, attendance continues to improve very well for all groups of pupils.

Pupils behave extremely well, both in classrooms and in the playground. They are friendly, polite, kind and courteous. Their interactions with peers and adults are consistently warm and respectful. Pupils settle quickly to learning and take pride in their work. Bullying and any form of discrimination are rare. When incidents do occur, leaders deal with them quickly and effectively. As a result, pupils are confident that adults will help them. Staff make thoughtful and considered adjustments for pupils, who need extra support to meet leaders' high expectations for behaviour. This support is successful and makes the difference it needs to.

Curriculum and teaching

Strong standard ●

The school's curriculum is ambitious and broad. Leaders have designed each subject carefully, sequencing new content so that teaching consistently builds on what pupils already know. Leaders' well-developed understanding of the curriculum and the quality of teaching supports their ongoing work to further strengthen the effectiveness of the school's provision. For example, leaders hone their curriculum thinking to ensure that learning meets the needs of all pupils.

Reading sits at the heart of the curriculum. Staff quickly identify any gaps in pupils' phonics knowledge and take prompt action to close them. They use the same effective approach in developing pupils' foundational knowledge in handwriting, spelling and mathematics.

Leaders provide high-quality training so that teachers continue to develop their expertise. Teachers know their subjects and present information clearly. Teachers are highly effective at asking questions, explaining ideas and showing pupils how to approach and solve problems. Staff check pupils' understanding routinely and modify their teaching appropriately in response.

Teachers adapt the curriculum and resources skilfully to meet pupils' individual needs. This includes making effective adaptations for disadvantaged pupils and pupils with special educational needs and/or disabilities. As a result, pupils have the support they need to complete challenging work confidently. Pupils with the most complex barriers to learning receive precisely targeted support, including, for example, through small-group teaching.

Inclusion

Strong standard 

Leaders have established an inclusive culture in which every pupil is supported to achieve highly. Staff assess pupils' needs as soon as they join the school. Working closely with families and external professionals, staff quickly and accurately identify which pupils face additional barriers to their learning. Leaders then put precise, targeted support in place. For example, teachers expertly adapt their questioning and language for disadvantaged pupils and pupils with special educational needs and/or disabilities. This builds both pupils' confidence and their vocabulary. In classrooms, teachers and support staff are skilled in guiding pupils to understand and apply demanding subject content. Staff know exactly when to step in and when to step back, so pupils complete their work with increasing independence.

Leaders check the impact of the support that pupils receive. If a pupil's progress is not as positive as the school expects, leaders quickly adjust the provision that is in place. Pupils who face other barriers to their learning, such as those who are known or previously known to social care, receive the same careful attention and support for their wellbeing and academic progress.

Leaders use additional funding well. Disadvantaged pupils receive the support they need to make progress alongside their peers and take part fully in the wider curricular offer, such as after-school clubs and educational visits. As a result, these pupils thrive.

Leadership and governance

Strong standard 

Leaders have a deep and thorough knowledge of the families and community that the school serves. They use robust systems to identify what is working well, including for vulnerable pupils, and where practice needs to strengthen still further. Leaders select improvement priorities carefully. They pursue them with clarity and determination.

Leaders listen to staff's view. They take staff wellbeing and workload seriously, reducing unnecessary tasks and giving teachers the time they need to do their jobs well. As a result, staff feel valued and supported.

Staff at all levels benefit from high-quality training. Teachers in the early stages of their careers receive personalised support that continually improves their classroom practice. Leaders prioritise work to ensure that staff are supported to develop and progress their careers. They are rightly proud of the work they do to foster and grow teachers' professional expertise over time.

The governing body is knowledgeable, committed and deeply invested in the school's success. Governors bring a wealth of knowledge and expertise to their roles. They provide leaders with meaningful support and robust challenge. Governors fulfil their legal duties. They are meticulous in ensuring that additional funding is used in ways that directly benefit disadvantaged pupils. Through regular visits and focused discussions, governors maintain a clear understanding of leaders' work and its impact on pupils.

Personal development and wellbeing

Strong standard 

Leaders place the school's aim of living 'life in all its fullness' at the heart of the personal development programme. Every pupil feels known, valued and included and this is reflected in the wider curriculum and experiences that the school offers.

Pupils develop a clear understanding of difference and diversity in modern Britain. They learn what it means to behave with integrity and put this into practice. For example, older pupils speak with maturity about how people's brains can work in different ways, saying that 'everyone is different'. As pupils move through the school, their knowledge of fundamental British values and the experiences and beliefs of others deepens progressively. Pupils make thoughtful links between this knowledge and the school's values. This culture of mutual respect shapes how pupils treat one another.

Leaders have ensured that the programme for relationships and sex education and health education is carefully sequenced and age-appropriate. Staff teach it with skill and tact, meeting the needs of all pupils. As a result, pupils gain the knowledge they need to stay safe, both online and offline. For those pupils with the most complex communication needs, leaders provide effective additional support, including, for example, personalised resources and one-to-one lessons. As a result, nobody misses out on this key learning.

Opportunities for pupils to shape wider school life are numerous. Pupils in every class stand for election to the school's pupil parliament. Members of the pupil parliament, known as MPs, serve on committees covering areas, such as wellbeing, advocacy, environment and learning. Other leadership roles include peer mediators, sports leaders and librarians. These opportunities give pupils a genuine voice in their experiences of school and teach them how democracy works in practice.

Pastoral support is responsive to individual pupil needs. For example, 'calm club' offers pupils space and time away from the playground, while the 'spiritual garden' provides a place for quiet reflection. Pupils make excellent use of these provisions. Pupils, and their parents and carers, speak highly of the school and the positive difference the pastoral support has on their children.

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

Guided by the school's vision of 'life in all its fullness', pupils at St Andrew's and St Mark's flourish. They are proud of its values, which are not just taught but lived by everyone. Pupils attend regularly. If attendance begins to slip, staff and families work together to put it right. Pupils feel they belong from the moment they arrive each morning. The school's caring and friendly atmosphere is central to pupils' strong sense of belonging. For example, staff greet every pupil by their name and pupils relish their daily walk in the playground, which gives them time to catch up with friends.

Pupils enjoy their learning. They are motivated by skilled teachers, an exciting curriculum and thoughtful rewards, such as 'value points' and 'good work bags'. Staff know pupils well and quickly remove any barriers to their learning. This includes for pupils with special educational needs and/or disabilities and disadvantaged pupils. Across subjects and year groups, pupils' achievement is high.

Pupils behave well in lessons, at lunchtime and on the playground. They are kind to one another and treat adults with respect. Pupils feel safe. Bullying is rare. Pupils trust staff to deal with bullying when it happens. Pupils appreciate the different ways that they can ask for help, including, for instance, an electronic messaging system that lets pupils share their worries at the start of the day and after lunch. Pupils who feel upset or are finding behaviour difficult benefit from personalised pastoral guidance. This includes, for instance, being offered 'time in' with a member of staff.

Pupils take part in a rich range of clubs, trips and leadership roles that extend the school's curriculum beyond the academic. As a result of the school's provision, by the time pupils leave in Year 6, they are very well prepared for the next stage of their education.

Next steps

- Leaders should continue to build on their effective work to further improve the attendance of all pupils, especially those who are disadvantaged.
- Leaders should continue their successful strategies to ensure that disadvantaged pupils achieve well in mathematics.

About this inspection

The acting chair of the board of governors in this school is Joy Aboim.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

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, deputy headteacher, the special educational needs and/or disabilities coordinator, staff members, a local authority representative, a representative from the diocese and members of the governing body during the inspection. Inspectors also spoke to pupils and parents and carers.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. It is in the Diocese of Southwark. Its last section 48 inspection was in October 2017.

The school does not make use of alternative provision.

Headteacher: Matthew Gates

Lead inspector:

Nick Hitchen, His Majesty's Inspector

Team inspectors:

Paul Robinson, Ofsted Inspector

Sam Carnegie, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

School and pupil context

Total pupils

347

Close to 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: 272

School capacity

360

Close to 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)

12.39%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.02%

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: 3.5%

Pupils with special educational needs (SEN) support

8.07%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs 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).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	61%	Above
2024/25 (revised)	78%	62%	Above
2023/24 (final)	74%	61%	Above
2022/23 (final)	76%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	74%	Above
2024/25 (revised)	87%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	88%	74%	Above
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25 (revised)	82%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	87%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	73%	Above
2024/25 (revised)	84%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	85%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	46%	Close to average
2024/25 (revised)	54%	47%	Close to average
2023/24 (final)	58%	46%	Above
2022/23 (final)	38%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	62%	Above
2024/25 (revised)	69%	63%	Close to average
2023/24 (final)	79%	62%	Above
2022/23 (final)	69%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (revised)	62%	59%	Close to average
2023/24 (final)	68%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	69%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	60%	Close to average
2024/25 (revised)	54%	61%	Close to average
2023/24 (final)	58%	59%	Close to average
2022/23 (final)	54%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	68%	-17 pp
2024/25 (revised)	54%	69%	-15 pp
2023/24 (final)	58%	67%	-10 pp
2022/23 (final)	38%	66%	-28 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-6 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	79%	80%	-1 pp
2022/23 (final)	69%	78%	-9 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (revised)	62%	78%	-17 pp
2023/24 (final)	68%	78%	-9 pp
2022/23 (final)	69%	77%	-8 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (revised)	54%	81%	-27 pp
2023/24 (final)	58%	79%	-22 pp
2022/23 (final)	54%	79%	-25 pp

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
2024/25 (2 term)	3.6%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.7%	5.9%	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
2024/25 (2 term)	7.8%	13.3%	Below
2023/24 (3 term)	8.3%	14.6%	Below
2022/23 (3 term)	13.2%	16.2%	Close to average

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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