

Inspection of St Mark's C of E Junior School, Salisbury

Somerset Road, Salisbury, Wiltshire SP1 3BL

Inspection dates: 26–27 February 2020

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

What is it like to attend this school?

The school's motto 'believing in better' permeates everything that happens at St Mark's. Pupils are proud of their caring and friendly school. 'St Mark's is a fantastic school,' commented one parent. Similar views to this were shared by other parents and pupils. Pupils who spoke to inspectors said that they enjoy school and feel safe. They like all the opportunities they have through clubs, trips and responsibilities.

The leaders, governors and staff are ambitious for all pupils. They have high expectations of what the pupils can achieve. Pupils rise to these expectations. The recent work to improve the curriculum for reading, writing and mathematics is well developed. As a result, pupils are achieving well in these subjects.

Pupils enjoy the lessons the teachers plan for them. Leaders plan a curriculum that provides a broad range of subjects. Some of the plans are quite new. Pupils talk about their learning in music and computing. They talk enthusiastically about opportunities to sing at Wembley and Salisbury Cathedral.

Bullying is rare. Pupils trust that adults in school would sort it out if it did happen. Behaviour is always of a very high standard. Pupils and staff have very strong relationships. The inclusion team works very hard to support any child to succeed.

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

Leaders set high expectations of staff and pupils. They have built a strong sense of teamwork across the school. They have acted successfully to improve the curriculum and raise academic standards, particularly within English and mathematics. Pupils learn well across the curriculum. Their work is typically of good quality. Leaders ensure that staff are well supported and benefit from well-focused training and coaching. Staff appreciate this and the way the leaders, including governors, ensure that their workload is manageable.

Pupils understand and remember what they have learned in a range of subjects from previous years. This is because they practise the skills they have learned. They recalled learning about the Holocaust in history and could use this knowledge in their PSHE learning. However, there is more to do to ensure that they use learning from one subject in another.

Leaders have made reading a high priority. Pupils who are not ready to read well when they start the school are helped to start to read fluently. Leaders have thought carefully about how they support reading, and phonics teaching is helping pupils to improve. Leaders are planning to develop pupils' vocabulary throughout the rest of the school.

Teachers have secure knowledge of the subjects that they teach and how to teach them. Learning in music and computing, for example, are well planned. Pupils

practise and revisit their skills. Teachers quickly spot pupils' mistakes and help them to correct these. The introduction of the learning characteristics across the school has ensured teachers have a shared approach to teaching across the school.

Pupils with special educational needs and/or disabilities (SEND) benefit from well-planned activities. These pupils receive a broad curriculum. The special educational needs coordinator checks that these pupils follow a curriculum that is similar to that of other pupils. Leaders and teachers work closely with external agencies to provide effective support.

Pupils can take on a wide range of roles and responsibilities. They particularly like their involvement in running a number of clubs and activities. Leaders prepare pupils well for the next stages in learning and life beyond the school. They want them to become active citizens in their community and learn more about the world beyond it.

Pupils are confident and courteous. They know why it is important to respect others who have different backgrounds and beliefs to themselves. Staff ensure that behaviour in lessons and around school is of a high standard. Pupils have positive attitudes, and this helps them learn well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding at the school. Staff are well trained. They know the different risks that pupils face, and what signs to look out for. Staff work closely together, and with external agencies, to support the most vulnerable pupils.

Pupils told us they feel safe in school. Pupils are taught how to keep themselves safe both in the community and online.

Leaders ensure that all the necessary checks required for staff are carried out before they start working. Governors know they have an important role in keeping pupils safe. They check the work of leaders and regularly discuss safeguarding, acting on any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made significant progress in implementing their curriculum plans in a range of subjects. There are some areas where this is less well developed. Leaders should ensure that curriculum plans in all subjects are consistently in place so that teachers are clear about the knowledge and skills pupils should achieve. Stronger leaders should continue to support the newer leaders to help them improve their subject areas.

- Not all pupils have secured the skills they need to become fluent readers. Many pupils have gaps in their knowledge of phonics. Leaders have started to address this by introducing a phonics programme for younger pupils. Leaders now need to finalise their plans to develop pupils' vocabulary throughout the rest of the school.

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 Ofsted Parent View information 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	141645
Local authority	Wiltshire
Inspection number	10122348
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	363
Appropriate authority	Board of trustees
Chair of governing body	Tim Milne
Headteacher	Gareth Flemington
Website	www.st-marks.wilts.sch.uk
Date of previous inspection	7–8 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school joined the Somerset Road Education Trust in January 2015. Since September 2019, the school and the neighbouring infant school, Wyndham Park, have formed the Primary Learning Collaboration. The two schools now share one headteacher and one local governance committee.

Information about this inspection

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

- We met with the headteacher, deputy headteacher, curriculum leaders, the interim leader responsible for pupils with SEND, the leader responsible for disadvantaged learners, members of the school inclusion team and a sample of staff. The lead inspector also took into consideration the 34 responses to the survey for staff.
- I met with the leader of the Somerset Road Education Trust. I also met with nine representatives from the local governance committee and the board of trustees.

- We examined a range of documentation provided by the school, including leaders' self-evaluation, academy development and improvement plans, documentation relating to the curriculum and teaching and learning. We also examined behaviour and attendance records.
- The arrangements for safeguarding were checked, including checks on the single central record, staff training and safeguarding records.
- We considered the 126 responses to Ofsted's online survey, Parent View. We also spoke with a number of parents at the start of the school day and by telephone.
- The subjects considered as part of this inspection were reading, mathematics, computing, PE, art and music. We met with curriculum leaders, visited lessons, looked at pupils' work and had discussions with pupils and teachers. We also looked a range of supporting documentation for a range of other subjects.

Inspection team

Paul Walker, lead inspector	Ofsted Inspector
Gary Chown	Ofsted Inspector
Teresa Hill	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020