



# Focused Compliance and Educational Quality Inspection Reports

Yarm School

February 2022



## School's Details

School	Yarm School		
DfE number	808/6002		
Registered charity number	1093434		
Address	Yarm School The Friarage Yarm North Yorkshire TS15 9EJ		
Telephone number	01642 786023		
Email address	admin@yarmschool.org		
Headmaster	Dr Huw Williams		
Chair of governors	Mr Mark Thompson		
Age range	11 to 18		
Number of pupils on roll	777		
	Seniors	563	Sixth Form 214
Inspection dates	9 to 11 February 2022		

## 1. Background Information

### About the school

- 1.1 Yarm School is a selective independent day school for pupils aged between 11 and 18 years. It was founded in 1978 and moved to its present site in Yarm in 1980. The school became co-educational in 2001. It is now one of the two constituent schools of the Yarm Foundation, alongside the preparatory school, which was inspected at the same time. Both schools are overseen by a single governing body.
- 1.2 Since the previous inspection the school has extended the performing arts centre, added new and refurbished classrooms, an open-air amphitheatre, and a large car park. The sixth form centre has been extended and refurbished. A new headmaster and chair of governors have been appointed.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.4 During this period of closure, the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards')

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements and no further action is required as a



### 3. Educational Quality Inspection

Preface



## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:
- ~ To further extend pupils' understanding of social need through increased opportunities to engage with and volunteer in the local community.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils make rapid progress across the full range of subjects in the curriculum and demonstrate a strong level of achievement both in their academic studies and through their extracurricular commitments. Pupils' attainment successfully reflects the school's aims to provide a first-class, all-round educational experience which equips pupils with life skills for the future. At A level in the years 2018 to 2021, over half of grades achieved were consistently A\* to A with well above three-quarters at A\* to B. At GCSE in those same years, over half of grades achieved were at levels 9 to 8 with almost three-quarters at levels 7 to 9. In 2021, 64% of senior pupils undertaking the extended project qualification achieved A\* to A in their final marks. There is no significant difference in attainment between the different groups within the school with all pupils achieving the same high level of progress. Pupils are supported in their learning by effective pro-active actions taken by school leaders and governors as for example, the timely provision of electronic devices for every pupil, to enable teaching and learning to continue unimpeded through pandemic interruptions. Pupils are further supported by the high quality resources and by the excellent procedures for assessment and monitoring, which are provided by school managers and effectively implemented in the teaching. Almost all parents state in their responses to the questionnaire

teaching which encourages active pupil participation, a classroom ethos where mistakes are viewed as opportunities to learn and a strong focus on developing in pupils a genuine love of learning.

- 3.8 Pupils show an excellent level of knowledge of their subjects and demonstrate skilful understanding of the work they are doing, applying this very effectively across all areas of their learning. Sixth-form pupils effectively used the skills they had acquired to change their body language, tone and volume of speech to express a wide range of emotions in a drama lesson. Others, in a sixth form economics lesson, demonstrated an excellent knowledge of monetary policy as applied to the UK economy in a class discussion. They used examples to show how banks and governments use monetary policy tools to meet pre-determined targets. In a mathematics lesson in Year 9, pupils confidently calculated the area of trapezia and worked out dimensions, while younger pupils in Year 8 successfully calculated unknown angles, identifying acute, right, obtuse and reflex angles. In design and technology, Year 10 pupils

topics in their SPaCE lessons with maturity and respect. Year 10 pupils listened to a musical extract with concentration, obviously intent on identifying all required elements to gain high marks. In their circus skills club, younger pupils enjoyed working together to master the skill of juggling. High-quality artwork throughout the school illustrates the hard work and commitment of pupils in their art studies. Pupils are proud of their work and take ownership of their learning with purpose, encouraged by the support and high expectations communicated from their teachers.

### The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils display very high levels of self-confidence in their academic studies and in their lives beyond the classroom, fully in keeping with the school's aims. This quality is promoted by the school's strong emphasis on developing personal values such as curiosity, industry, reliability and respect. Pupils understand their own qualities and know how they can improve themselves in all aspects of their lives. They are resilient and embrace a work ethic which demands self-discipline and commitment. They are self-confident and mature, with an understanding and acceptance of the worth of every individual in their community. Pupils of all abilities readily participate in school life with confidence, supported by the encouragement they receive.

- 3.16 Pupils demonstrate a strong appreciation of the non-material elements of life and how these strengthen their self-awareness. They gain an understanding of what it means to be human as they engage with speakers in the politics society and

## 4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and tutor meetings. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Pamela Johnson	Reporting inspector
Mr David Bradbury	Compliance team inspector (Headmaster, ISA school)
Mr Garry Binks	Team inspector (Former head of department and pastoral head, HMC school)
Dr Martin Boulton	Team inspector (High master, HMC school)
Mr Bill Chadwick	Team inspector (Former senior deputy head, HMC school)
Mr Andrew Chicken	Team inspector (Former headmaster, HMC school)