

Inspection of a good school: Yarm Primary School

Spitalfields, Yarm, Teesside TS15 9HF

Inspection dates:

13 and 14 February 2024

Outcome

Yarm Primary School continues to be a good school.

The principal of this school is Jill Wood. This school is part of The Enquire Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Darren Holmes, and overseen by a board of trustees, chaired by Delyse Turrell.

What is it like to attend this school?

The principal and staff are highly regarded by parents and carers. They say their children are safe in school and 'go to school happily each day'. Pupils' attendance at school is much higher than the national average. Staff care deeply for every child.

Pupils enjoy school and learning with their friends. They are polite and friendly to each other and to adults. They are very welcoming and confident when speaking with visitors. Pupils play well together. They make sure that no one is left to play alone at lunchtime or breaktimes.

Pupils behave very well. The school is a calm and orderly environment that is well looked after. Bullying is very rare. The school does not tolerate it. Pupils are keen to learn. They are highly focused on the tasks set for them and make an excellent contribution to learning.

Pupils have a strong sense of equality. They say everyone should be treated as they would want to be treated. They are kind to each other and appreciate each other's differences and views. Pupils appreciate the extensive programme of personal development available to them.

The school has high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Teachers plan lessons that make learning fun and help pupils to achieve well.

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

The school has a well-organised curriculum that develops pupils' knowledge and expertise across a broad range of subjects. The curriculum is carefully sequenced from early years to Year 6. Disadvantaged pupils and those with SEND follow the same curriculum as their peers. Teachers build learning in a logical way to meet the needs of all pupils.

Pupils achieve exceptionally well in mathematics. Teachers use a wide range of resources to help children learn well. They provide pupils with clear explanations and sufficient time for them to deepen their understanding. Pupils' errors are picked up quickly. Pupils say they love mathematics. They enjoy sharing their expertise with each other in mathematical teams. Pupils have many opportunities to solve problems and mathematical puzzles. They have very positive opportunities to develop their financial awareness.

In history, the curriculum is delivered effectively. This contributes well to the quality of pupils' writing. Teachers set interesting tasks. For example, pupils consider why Stonehenge was built and the impact of the monarchy over time. Pupils are confident about what they have learned. They are developing skills that are used by historians. However, sometimes, teachers do not make it clear what pupils need to do to deepen their learning further.

Across the school, there is a very sharp focus and clarity in the teaching of phonics. Pupils learn new letter sounds quickly. Teachers plan interesting tasks for phonics. For example, they use computer screens to link words and pictures to help pupils blend and recognise words. Those who find phonics and reading more difficult get expert support to keep up with their peers. By Year 2, pupils have an extensive range of vocabulary and good reading skills. Parents make a good contribution to developing pupils' love of reading.

Older pupils enjoy reading and developing their comprehension skills. There are times when pupils drop everything and read with enthusiasm. Pupils are very pleased that the school library has been revamped and restocked. Visitors and authors are used to promote reading. There are regular visits to the local bookshop and library. Pupils read with meaning because teachers model good reading skills well.

Children in Nursery and Reception cooperate exceptionally well together. Staff plan interesting learning activities that develop children's communication skills and independence. Children enjoy singing songs such as 'Ten Green Bottles' to learn how to count. Staff plan good opportunities to learn outdoors in a very well resourced area. Children are well prepared for learning in key stage 1. The trust has supported the school in upgrading the early years classrooms and the outdoor area to a high standard.

The school has very secure procedures in place to support pupils with SEND. Staff use detailed information to support pupils. Pupils with SEND make progress similar to other pupils. The support of the trust for these pupils is highly valued by staff.

There is a very rich and interesting programme for personal development. Pupils have many opportunities to take responsibility in school. For example, key stage 2 pupils listen to younger pupils reading and read to children in early years. Pupils enthuse about

singing performances, the charities they collect for and the wide range of clubs and residential activities available to them. Exemplary artwork and displays contribute well to pupils' cultural development.

The school and the trust consider staff workload in all they do. Staff benefit considerably from the trust's professional development programme. They have impressive support from senior leaders. Staff appreciate the strong team ethos in school. All staff are proud to be members of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, the school has not made sure teachers identify clearly the steps pupils should take to deepen their subject knowledge. This means some pupils are not reaching leaders' ambitious curriculum goals in a few subjects. Senior leaders should support subject leaders to provide teaching staff with strategies to extend pupils' knowledge further.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2018.

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 special educational needs and/or disabilities (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

Unique reference number	140599
Local authority	Stockton-on-Tees
Inspection number	10297399
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	331
Appropriate authority	Board of trustees
Chair of trust	Delyse Turrell
CEO of the trust	Darren Holmes
Principal	Jill Wood
Website	http://yarmprimaryschool.net/
Dates of previous inspection	6 and 7 November 2018, under section 5 of the Education Act 2005

Information about this school

- There have been several changes in teaching staff since the last inspection.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the principal, senior leaders and subject leaders. He held discussions with a representative of the chair of trust, three members of the local governing body and the chief education officer.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about

their learning and looked at samples of pupils' work. The inspector also listened to some pupils read.

- The inspector analysed the work of some pupils in science, art, French and geography.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector observed pupils' behaviour throughout the day. He spoke to pupils about their views on behaviour in school. The inspector considered how the school supports pupils' personal development.
- The inspector spoke with a number of parents at the end of the first day of the inspection. He analysed responses to Ofsted's online survey, Ofsted Parent View. The inspector checked the pupil and staff surveys.

Inspection team

Jim McGrath, lead inspector

Ofsted Inspector

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