



Yardleys
School
WORKING TOGETHER FOR A BETTER FUTURE

INFORMATION FOR PROSPECTIVE CANDIDATES

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“Yardleys School is a unique and special place” *

Context and basic information

Yardleys School is a highly successful mixed 11-16 comprehensive and stand-alone academy serving an area of high socio-economic deprivation. Yardleys is a multi-cultural school which reflects the diversity of the local community. 97% of the students are from minority ethnic backgrounds. The percentage of students with English not as a first language currently stands at 84%. The school also has more boys than girls (54% to 46%) on its roll. The school has a much higher than the national average number of students who are eligible for Pupil Premium (43%).

Overall standards and reputation

The school has an excellent reputation both locally and across the city. This is reflected in the school being significantly over-subscribed with a further increase in demand in recent years.

The school is highly focused on raising standards of student achievement and is successful at doing so. Yardleys is consistently in the top 20% of schools nationally and the most recent data (2023) showed a progress 8 score of +0.33 despite the average attainment of students arriving in Year 7 being well below the national average. The progress of students is above the national average in most subjects including English (+0.7), Maths (+0.39), Ebacc (+0.15) and Open (+0.21).

There are well-established and effective leadership roles and pastoral systems. This has resulted in a very well-ordered school and where indicators such as attendance and exclusions are all better than national averages.

Other indicators of high standards include:

- Positive feedback from staff, students and parents
- High staff retention
- A well organised school
- Excellent standards of financial management and regulatory compliance

Vision and values

The school has two mottos; firstly the traditional words of ‘*Keep Troth*’ (*keep faith*) – which can be seen on the school badge – signifies the school’s longstanding determination to foster belief and resilience in our young people. The second - ‘*Working together for a better future*’ - again identifies the ethos of collaboration but also the very clear ambition to continually improve the school, the life chances of our students and the wider community.

As well as the overall mission the school has three key aims which informs its work:

- i. To achieve academic excellence
- ii. To educate the whole child
- iii. To work collaboratively and ethically to deliver the highest standards of education

At the heart of everything that we do as a school community are our values of Positivity, Integrity, Empathy, Curiosity, Resilience and Reflection. These together with our three school rules of being ‘Ready, Respectful and Responsible’ are encapsulated in our Yardleys School Charter.

Yardleys School Charter



Staff & Students believe everyone at Yardleys School should:



Be Ready

- show **positivity** and enthusiasm;
- be motivated & have high expectations of ourselves & others;
- be **curious** and ready to learn new things;
- be fully prepared for all activities with everything you need;
- communicate with others regularly and effectively;
- have excellent attendance and punctuality;
- be well presented and smartly dressed;
- show **resilience** when faced with challenges



Be Respectful

- recognise that we are all equal individuals;
- have regard for each other's personal space and privacy;
- take care of the building, equipment and the environment;
- be polite, considerate and kind to everyone;
- communicate in a calm and polite manner;
- actively listen to others;
- appreciate others' beliefs, opinions & cultures;
- show **empathy** and maturity when dealing with sensitive issues



Be Responsible

- be safe and look after each other;
- complete work on time and to a high standard;
- behave well with **integrity**: even when no-one is watching;
- be a positive role model and representative of the school;
- recognise that we are responsible for our own actions;
- be fair in your treatment of others;
- give our full effort to everything you do;
- **reflect** on all that we do and learn from our mistakes

Leading to Academic Excellence and Personal Development

WORKING TOGETHER FOR A BETTER FUTURE



Positivity



Integrity



Curiosity



Resilience



Empathy



Reflection

School leadership and governance

The Senior Leadership Team (SLT) currently comprises eight members: Headteacher, Head of School/Acting Headteacher from April 2024, Senior Deputy Headteacher, Deputy Headteacher, three Assistant Heads and an Academy Business Manager. SLT members are highly visible around the school and proactively support children and adults alike. The senior team recognise the vital importance of both being organised and communicating regularly with staff. To this end they hold a daily briefing with all staff where notices, reminders and public 'thank yous' are shared every morning. School leadership and management is viewed very positively by staff. The recently introduced Well-being Day provides all staff with the opportunity to request a day to use as they wish.

“Leaders care deeply about staff. They are mindful of well-being and workload, and staff feel valued and appreciated.” *

There is also a wealth of experienced and effective middle leaders including Heads of Department/Subject, Heads of Faculty and Heads of Year. The school has moved towards more distributed leadership with some of these middle leaders having whole school responsibilities.

The school is a stand-alone academy, having chosen to convert in 2013. The trustees recognise the important distinction between governance and management and work tirelessly to ensure the success of the school. Trustees also regularly visit the school to see first-hand different aspects of the school in action.

“Trustees and senior leaders possess a wealth of insight and expertise, coupled with creativity and flair.” *

School leaders and trustees have identified several key priorities for the future development of the school including:

To achieve academic excellence:

- Ensure that the curriculum is consistently implemented and leads to students knowing more and remembering more.
- Develop disciplinary literacy across the school to ensure that students are able to read, write, listen, speak and think critically within the context of different subjects.

To educate the “whole child” so they are ready for life:

- Ensure there is consistency in the expectations of students taking full responsibility for their own behaviour, in and beyond the classroom.
- Enhance strategies to improve students’ punctuality and minimise persistent absenteeism.
- Ensure the continued education of the whole child through an inclusive provision, further enhancing students’ understanding of protected characteristics and British values.

To work collaboratively and ethically to provide education of the highest standard:

- Refine processes for robust quality assurance across all areas to ensure a shared understanding of strengths and areas for development.
- Trustees and SLT to ensure the school is outward-facing, benefitting from strong collaboration, through sharing and receiving best practice.
- Continue to exercise financial prudence through efficient use of existing and new resources and source external funding opportunities.
- Continue to develop a culture of praise, recognition and rewards.

Staffing

One of the main factors in the sustained educational excellence at Yardleys can be attributed to the expertise, commitment and hard work of all staff. There are currently 114 members of staff including 70 teachers.

“All staff share a strong moral purpose and live by the ‘Yardleys Charter.’” *

There is a distinct and highly valued ethos of collaboration and mutual support which makes Yardleys a special place to work. Another key feature at Yardleys is how all staff are respected and treated by both children and colleagues regardless of their role or position. Teachers understand the important role that

support staff play in organising and managing issues away from the classroom, which allows them to focus on their classroom teaching and how this significantly reduces their workload.

The School places high importance on the training and professional development of all staff, particularly those new to the School. This includes an induction, mentoring, weekly training sessions and subject collaborative planning. Performance management is far more focused on improvements in teaching practice rather than just exam results. The School has consistently achieved Investors in People status, currently holding the Gold Award.

The academic curriculum

The curriculum shares the same aims as the school, which means a focus on working collaboratively to provide an excellent academic education for all that educates the whole child.

Academically there is a broad and balanced curriculum in place. Subjects such as DT, Media Studies and RE are popular and successful choices for many students. All students study the three separate sciences rather than a combined course at GCSE and we hold a strong belief in the power of studying a language and the range of EBacc subjects.

At the core of the curriculum are the individual subjects and departments that sit within faculties. These are highly effective and well-led with subject teams who are well qualified and experts in their fields. Consequently, there are very good standards of teaching and learning across the curriculum. Across all subjects we place high emphasis on knowing more, remembering more and doing more. Acquiring substantive and disciplinary knowledge is a central tenet of learning and intelligence including the acquisition or development of skills. It also provides cultural capital to our students which again helps them in later life.

There is a school-wide focus on reading and literacy. All students receive at least three 35-minute guided reading sessions per week led by form tutors in which they will read three full texts across the year. We offer additional literacy interventions for students to improve their reading and writing where necessary and have been part of many national programmes such as the current 'Fresh Start' and 'Switch on Reading' programmes. Many subjects across the school continue to have reading as a core element in their lessons.

Other features of the curriculum include: a strong enrichment programme with additional trips and visits to help deepen students' understanding of the work studied; 'Do Nows' are a strong feature across the school; individual and whole class feedback is used effectively to support students and online systems are used to support homework tasks and quizzes. Students are explicitly taught how to study and revise and are provided with a range of online resources to support them. Learning is checked regularly with Deliberate Independent Practice tasks being used to support the ongoing formative assessment taking place and all students sit internal exams during two whole school assessment weeks in December and July.

At the heart of the school's CPD programme are subject mastery sessions where departments come together each week to further and deepen their subject knowledge, improve planning and develop their pedagogical skills and assessment practice. There are also many other opportunities for teachers and support staff to develop themselves professionally with 100+ hours of professional development sessions provided throughout the year. Some of the forms of professional development include access to the school CPD library, regular action research taking place throughout the school, coaching support provided, sharing good practice with each other through a variety of teacher takeaway approaches, a half-termly teaching and learning newsletter, regular hotspots, opportunities to work across partner schools in a joint practice development programme and a regular professional reading group.

The continual development and refinement of pedagogy is a focus for staff within the school. This is led at all levels with the school's Lead Practitioners, Leaders of Pedagogy and Pedagogy Ambassadors being specialists in the development of this. Yardleys 'Big 5' teaching and learning principles are a fundamental platform for our continual drive for improvement.

In recent years school leaders have understood that whilst there needs to be monitoring and accountability of teaching and academic standards, this needs to be balanced with professional trust, autonomy and workload. This 'intelligent accountability' (or what the educational commentator Mary Myatt calls 'high challenge and low threat') has seen the school adopt approaches such as collaborative peer partnerships and subject reviews and a performance management system that values and rewards commitment to professional improvement and engagement with research rather than a judgment based purely on attainment data.

Educating the 'whole child'

At Yardleys, we prize the education of the 'whole child' as much as academic success. There is an emphasis on traditional values, high standards and expectations in all aspects of school life. Yardleys has outstanding pastoral care including safety, behaviour and personal development. The school operates a year group system. The Heads of Year receive substantial non-timetabled, protected time to carry out their duties to a very high standard and are supported by assistant heads of year. As a result, teachers frequently comment that they are able to focus on teaching in this well-ordered school environment. Yardleys enjoys an excellent local and city-wide reputation in this area and regularly attracts other practitioners who seek to learn from our outstanding pastoral team.

"Leaders and staff insist that pupils behave and attend exceptionally well. Pupils rise to this challenge."*

Students are very hard working and enjoy coming to the school (reflected in the school's excellent attendance statistics). Behaviour is very good with students responding to the regular routines and consistent expectations. Students respond positively and demonstrate good leadership qualities when asked to become involved in school life such as organising charity events, participating in school council discussions or becoming prefects. The many displays of students' work reflect the vibrant and creative nature of the school. The school offers a range of enrichment activities including the Duke of Edinburgh award scheme, educational visits, extra-curricular and sporting opportunities. The school also has a dedicated enrichment period on Wednesday afternoons, during which students can experience such activities as chess, knitting, origami, dance and jewellery-making alongside a range of sporting and other outdoor pursuits.

All teaching staff can expect to be form tutors. There are form periods every day, which are focussed on reading, pastoral issues, homework completion, study skills and personal development.

In terms of personal development, the school has introduced a new, taught course, which covers both statutory aspects (sex and relationships) as well as other important issues such as physical and mental health, careers education and personal finance. Students develop strong values of mutual respect and tolerance of those with different faiths, beliefs and characteristics.

Academy business management

Highly effective business management has, for years, provided the bedrock to the school's high standards and successes. Consequently, the school is extremely well-organised, with well-established and highly effective systems which enable teaching staff to focus on their core business of educating children. This also impacts positively on staff workload and is a major factor in the school's extremely high rate of staff

retention and successful recruitment. As a result, all staff are valued equally because students and colleagues can clearly see the important role that everyone plays in the school.

There is excellent financial management and compliance which means the school has been able to set balanced budgets, and has an impressive track record of audit reports.

Partnerships

A significant strength of the school in recent years has been its work to engage with a range of external partners locally, nationally and regionally. Yardleys School is part of a collegiate of local schools which offer a range of further support and opportunities for staff. The school has strong working ties with local schools, post-16 providers and the wider local community. The school also works with four ITT providers – the University of Birmingham, Birmingham City University, the King Edward Consortium and Teach First.

Premises and facilities

The school is fortunate to enjoy excellent facilities on a modern, single site which was built under a PFI arrangement. The building is organised into faculty areas with extensive modern facilities for, in particular, ICT, Science, Mathematics, Sports and Performing Arts. The majority of teachers teach in the same location throughout the week. Other features include interactive whiteboards and visualisers. We work hard to continually maintain and update our facilities. The school has extensive playing fields and a sensory roof garden.

Thank you for your interest in our school. More information on many of the points in this document are available on the VLE – www.yardleys-vle.com

We look forward very much to receiving your application.