The Fernwood School
Academy Trust

‘High Achievement with Care and Discipline for All’

We are an inclusive, diverse, harmonious community. Our students are extremely polite, courteous and very well behaved. Our highly skilled staff, enjoy positive, respectful relationships with our students and with one another. We are a very caring, nurturing school and see ourselves as a family. We provide an outstanding education for all our students within a safe, well-disciplined, caring environment. Students’ personal development is at the heart of our pastoral care system.
The Fernwood School was first rated as outstanding by Ofsted in 2007 and then again in 2012. We have proudly held this status since that time.

‘This is an outstanding school in all aspects. It is successful in living up to its motto of ‘high achievement with care and discipline for all’. Much of this success is because the excellent leadership of the school at all levels supports high-quality teaching’.

(Ofsted 2012)

‘My favourite thing about Fernwood is that every day you are guaranteed to make loads of new friends and that makes you proud you are part of the Fernwood family’

(Student)

‘Students outstanding behaviour makes an exceptional contribution to the school’s safe and positive learning environment...One student summed up the views of many that, “The school is a family which we are proud to be part of”.

(Ofsted 2012)

‘We’d just like to thank you and everyone involved in putting together the GCSE awards evening. It was a lovely way to end the students’ time with you all and a really enjoyable evening’.

(Parent)

At Fernwood we value working with external agencies and in educational partnerships to enhance the provision for our learners and the professional development of our staff. We are a Leading Edge School working at the cutting edge of developments in teaching and learning and regularly
host events at which we share our practice. As a Leading Edge School we have been recognised under the Framework for Exceptional Education as a transforming school in Climate for Learning and Variety of Teaching Approaches. We are passionate about action research and continuous improvement and seek to share good practice with and learn from, other schools, as much as possible through our local, national and international partnerships.

Fernwood is a member of the Nottingham City Secondary Education Partnership and we also work collaboratively with the LEAD and George Spencer Teaching School Alliances. We have extensive links with local universities regarding ITT and have numerous trainees from Nottingham University, Nottingham Trent University and Loughborough University each year. Through the Leading Edge Programme we have partner schools that we work closely with to ensure that our school self-evaluation is robust and objective. We also work in partnerships with schools in France and Germany through our exchange programme and more recently have forged links with a school in China to share leadership development and expertise.

Students are proud of their school and many continue to keep in contact. Indeed, some of our parents and teachers are themselves past students.

‘There are a lot of good things about Fernwood including the school dinners I really love it here. I don’t know what I like best – even maths is good. I was worried before I started but now it’s awesome’ (Student)

‘At first I think most people thought this school was a bit scary but it’s actually brilliant and exciting. There is such a wide variety of things to do as well as school trips – you’ll definitely enjoy it’ (Student)

‘Fernwood has given me many things to remember and has provided me with unforgettable opportunities’

(Student).
The excellent relationships between students and staff, colleagues, governing body, parents and the local community are crucial to our success. Our talented team of Governors bring a wealth of professional experience. They are committed and highly supportive of the school and act as a critical friend. ".....exceptionally well informed and understand the school very well". Ofsted 2012.

Parents and carers are very supportive of the school too and play an active role in their children’s education. They are appreciative of everything we do and Parents’ Evenings see an attendance of 95%. We have many ways in which we keep parents informed of their children’s progress and involved in their ongoing education.

‘I like Fernwood because the lessons here are much more fun and dynamic but at the same time they are really educational’

(Student)

‘It’s amazing here because you know you are in safe hands – that whenever you are feeling down people are there to support you. At first it’s a bit hectic but you will love to be a Fernwood student’

(Student)
Safeguarding

The Fernwood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All post-holders will be required to have an Enhanced Disclosure from the Disclosure Barring Service (DBS).

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The Fernwood School will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The English Faculty

The English Faculty consists of 4 full time and 6 part time teachers who aim to provide an atmosphere of mutual respect in which every pupil feels valued. All students in English have equal access to the curriculum. The aim of the curriculum is to enable students to become critical readers and competent writers, to judge fact from opinion, to empower students with a critical understanding of spoken and written language and its power to influence and persuade. Students are encouraged to talk and write about subjects which matter to them and to draw on experiences from their whole environment. The Faculty aims to foster an enjoyment of literature and language, whilst developing students’ social awareness and personal confidence.

Key Stage 3

English is taught in banded groups for three 50 minute periods per week. All Year 7 and 8 students are timetabled for an additional weekly library lesson where they follow a differentiated Reading Trail. At KS3, the curriculum is organised in half-termly units of work.

Key Stage 4

At Key Stage 4 we offer a varied and challenging curriculum to meet the needs of all learners. Teaching groups are banded on ability and the Faculty currently follows the AQA GCSE English Language and GCSE English Literature courses.

The vast majority of students are entered for both GCSEs with the exception of a small nurture group of approximately 10 students who are entered for English language only. Strong and supportive links with the SENCO, the drama department and the school librarian are highly valued. Recent extra-curricular activities have included ‘Readathon’ and World Book Day activities; theatre visits and Young Shakespeare Theatre Company visits.

We are very proud of our history of achievement and success in English and especially in the very high standards attained in recent years. This success can be measured by our outstanding GCSE results: 77% achieving a standard pass of 4 or above in English Language and 89% achieving a standard pass of 4 or above in English Literature in 2017.

These achievements are attributed to many factors but above all else to the dynamic, thorough, high quality teaching and learning which remains our highest priority in all that we do.