



FULFORD SCHOOL

PROSPECTUS
2020/21

Fulfordgate, Heslington Lane,
Fulford, York, YO10 4FY

(01904) 633300
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@FulfordSchool

Introduction from the Headteacher

Dear Parents and Carers,

'Realising Potential, Creating the Future'

It is my pleasure to welcome you to Fulford School. I hope you find this prospectus helpful. It gives an insight into how our school operates and the values that inform all that we do. In previous years we have had the opportunity to welcome pupils and parents into school however during the current pandemic this is not possible. We have put in place a series of virtual meetings and videos to further your understanding of what it means to be a Fulford pupil.

We are a values driven school based upon our core purpose of **Realising Potential and Creating the Future**. We understand that all children are individuals and have a unique set of talents. We work to unlock the potential in all pupils. That is often through outstanding achievement in formal examinations. However, we also support and encourage active participation in the arts, sport, community engagement and social responsibility. Our core values of **honesty, empathy, ambition, respect** and **tolerance** are lived out every day in our school community and beyond.

Our expectations of behaviour and conduct are clear. Children learn best and feel safest in a well disciplined and ordered environment. We want our pupils to be resilient, challenge themselves and expand their horizons. In an ever changing world we ask our pupils to engage with all the opportunities that the world has to offer and give them space and time to make sense of the future that they are in the process of creating.

The pandemic means we are all finding a new way of living, working, and of course going to school. We are mindful of the challenges children and their families face and adaptations that need to be made. What remains fundamental to all we do is our belief that education matters and our commitment to excellence. We know that the opportunities that an outstanding education gives children is precious and that is what we aim to provide.

We are a happy school. We have a committed, hardworking and talented staff body, supportive parents and carers and wonderful children. We are outward looking whilst remaining rooted in our community. Together we are creating a future we can all be proud of.



Steve Lewis
Head Teacher

‘Realising Potential, Creating the Future’

“We aim for all students to realise their potential through opportunity, challenge and support. We seek to create a positive environment where students feel secure and enjoy their learning. Our goal is to achieve personal fulfilment, and to play an active, positive role in the community.”

The context of the school:

Fulford School was rated ‘Outstanding’ by OFSTED in 2011. The school opened in 1963 and has been a comprehensive school since 1970. It is situated in a pleasant residential area on the outskirts of the city and draws most of its students from the villages to the south and east of York. In recent years the school’s success has meant that it has become heavily over-subscribed. The number of registered students for the start of the 2020-21 academic year is 1625. This includes 321 in the Sixth Form.

Our ‘Outstanding’ OFSTED report in 2011 reflects the excellent leadership and management at the school, the strength of our curriculum, the effectiveness of our care and guidance and the strength of our sixth form. “What makes Fulford School an outstanding school is that it manages very successfully to promote both the academic and personal development of its students.... Students confirm that they feel very safe in school.... The school is very orderly and there is a strong ethos for learning which supports all students. Behaviour during the inspection was outstanding..... There is no sense of complacency. As a result the capacity for further improvement is outstanding” (OFSTED 2011).

The Headteacher of the school is Mr S Lewis.

There has been a thriving Youth Centre on the site and successful Adult Education provision at Fulford since the school opened in 1963. Courses for adults take place at the school on Tuesday and Thursday evenings and a separate prospectus is produced to show what is available. The school also runs a highly successful Music Academy in the evenings with a range of classes and tuition for people of all ages.

Contact details are given below for the Adult Education provision.

*Adult Education Administrator:
Mrs H Watkins Tel: 01904 552195*

Our school is highly cohesive. Our aim is to enable students to have an excellent understanding of their role in society and their contribution within the wider community. We have a clear understanding of our strengths and areas for development and use this knowledge to benefit our local, national and global communities.

We aim to offer educational and personal development opportunities for our students to enable them to become informed and responsible citizens within a multi-ethnic national and global society. Our pastoral system provides opportunities to strengthen our contribution to our local community and the wider community through fundraising and volunteering.

We aim to equip children with an awareness of our diverse society and to appreciate the value of difference. Every member of Fulford School is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

We aim for our staff and students to recognize and challenge any forms of discrimination through providing a safe environment in which views can be challenged. Equal Opportunities practices should be evident in the formal curriculum, extra-curricular activities and the 'hidden' curriculum (the ethos of the school, the quality of personal relationships). Students and teachers contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.

The principles and practice of equal opportunities apply to all members of the school community: students, teaching and support staff, parents, governors, trustees and visitors. Our equalities duty covers all aspects of school from admissions of students to appointments of staff. Our Equalities Policy is available in the school office and on the website.

Fulford School Pastoral System

We believe that it is vital that new students settle in quickly, and that they feel safe and secure in school so they can enjoy learning and achieve their full potential. In order to promote this, students starting at Fulford are placed in form groups where the Form Tutor acts as the students' main guide and mentor. This pastoral support is key to student development and achievement and is a significant strength of our school.

Fulford School has large pastoral system for pupils in the main school. This system ensures:

- Strong interaction between our form tutors and their students.
- The harnessing of the potential of our student body as peer mentors through the guidance that our older students offer to the younger students.
- Our Heads of Year are strategic leaders in school through the extended use of the pastoral team to provide behaviour and guidance intervention for students.

- A more cohesive school and more consistent experience for our students through improving our school systems.
- Parents to be more involved in their children's learning through more regular contact with school staff and early intervention when concerns exist.

Each year is led by a team that work as a closely to maximise the achievement of all our students. This currently consists of the Head of Year, Assistant Head of Year and a Progress Leader.

Our Sixth Form students continue to enjoy the benefits of their own tutor and personalised tutorials to aid their learning. The Sixth Form team is led by Mrs K Davies, Director of Sixth Form.

Student leadership is an integral part of the pastoral system. Student ideas and values are used to contribute to the school and the wider community. The Sixth Form Students play an important role in this and lead different meetings and activities.

Rewarding student success is at the forefront of everything we do. Positives are earned through Class Charts comments, and are gained for a variety of reasons on a daily basis. These are celebrated within form time and in year group led assemblies.

Within the Pastoral team we have a team of elite professionals that are highly trained and qualified to deal with situations which require careful care and attention. As a caring community poor behaviour, and bullying is not tolerated; students feel safe here.

Our innovative team meet students Safeguarding, Wellbeing and Learning Support needs and comprises of a school social worker, the SENCO, a Wellbeing team and two Higher Level Teaching Assistants. The team look to respond to safeguarding in its widest definitions and run individual, group and cohort wide support interventions.

The School Day

The school day currently starts at 8.55 am and finishes at 3.20 pm. It is made up of five one hour lessons and a Form time registration period of twenty minutes. A split lunch runs between 12.35pm – 2.20pm. In addition to the lunch break, there is a twenty minute break during the morning session. Students are able to use the cashless catering system to buy snacks and drinks from the canteen during this break. Catering provision includes a salad and sandwich bar and areas serving hot snacks and cooked meals which again work on a pre-paid cashless catering basis. We request that where students bring a packed lunch to the school this reflects the healthy eating guidelines and does not contain fizzy drinks, crisps or confectionery.

School Uniform

Full details of the school uniform can be found on the Fulford School website. From September 2021 all year groups (excluding Year 11) will wear the new Fulford School uniform comprising of:

- **Black blazer with school logo**
- **Black V Neck Jumper with school logo (optional)**
- **School tie, in year group colour**
- **Pleated skirt in school colours (minimum length 22 inches)**
- Black formal trousers (Standard fitting. No jeans or skinny fit)
- Plain white, long or short sleeved shirt
- Tights (plain black/natural coloured)
- Black shoes (No pumps, boots, trainers, canvas shoes or high heels).

There is no formal uniform in the Sixth Form. We believe school uniform plays a key part to play in promoting the ethos of the school and in enhancing its standards and its collective identity.

Student Conduct

Central to our partnership between the school, students and parents and our drive to achieve the highest standards of behaviour is our Home-School agreement and our school Code of Conduct. It is assumed that parents seeking a place in the school for their children are in agreement with the code of conduct and the Home-School Agreement. These documents set out our expectations of our students and the standards of behaviour we expect them to adhere to.

Although the vast majority of our students approach their learning in a responsible and productive manner, there are occasions when sanctions may need to be taken against those who don't. In the first instance, any problems will be dealt with by the subject teacher through strategies such as verbal reprimand, detention at breaks, lunch hour or after school, or the setting of additional work. In the event of repeated or more serious problems, a senior member of staff, usually the Head of Year or Curriculum Leader will be involved. They will meet with the student and implement strategies which look to secure an improvement in engagement.

We believe our excellent record of student behaviour is based on clear and high expectations of our students, on early intervention and clear home-school communication.

Homework

Homework is an essential feature of the school and is used to develop student learning, promoting skills such as organisation, time-management and research. At the start of each year class teachers give students details of the time allocation required for each subject homework, as well as when, and how often, this will be set. On starting school, we give students a planner to record their homework details. This is also identified on class charts. Class charts is a web based system that allows parents/carers to not only track homework but to also see what achievements their children have been awarded during the day and any sanctions put in place for misdemeanours. The planner and class charts are at the centre of home-school communication and we ask parents/carers to check both regularly and to sign the planner once a week.

School Meals Cashless Catering System

The school operates a cashless catering system which incorporates the latest technology and eliminates the need for students to carry cash throughout the day. It is also biometric so there is no need for pupils to carry a card; the system will recognise the thumb of your child at the top up points and at the tills. This allows us to continue our work in developing and enhancing the school meal experience, and provides us with more efficiency, speed and an improved quality of service. Crucially, it enables you as parents/carers to view the purchase records of your son/daughter and thus will provide information relating to the health of their diet. Further information about cashless catering and FAQs can be found on our website www.fulford.york.sch.uk

Attendance

The school places huge importance on securing high attendance and employs an administrative Attendance Officer and an Attendance Lead to monitor attendance and follow up any unexplained absences. Where unplanned absence arises, parents/carers should ring the school office on the first day of absence and notify staff of the reason for this and its likely duration.

Home – School Communication

We inform parents of student progress in subject areas through formal reports and Parents' Evenings. Parents' Evenings are held for each year group providing parents and teachers with the opportunity to meet and discuss the progress of individuals. In addition to the regular Parents' Evenings there are other sessions at key points as pupils progress through the school, such as the Information Evenings on options choices for Key Stage 4, and the Higher Education evening for Year 12.

We also hold a series of Progress Reviews for all students in Years 7-11. These provide parents with an opportunity to meet one-to-one with their child's form tutor to discuss academic progress. The School Newsletter is published online and this includes details of meetings, activities and special events. At the start of the Autumn Term we send a calendar home giving the important dates for the whole year.

This is also available on the school website, which also provides key information on a range of whole school policies. Further details of these are also available from the school office.

School Admissions

Fulford School has a designated catchment area, and children living within this area are given priority in admission and are usually allocated a place at the school, subject to the admissions limit. Children from outside this area may apply to the Local Authority for a place at the school and the request will be granted if there is space. Currently the school is oversubscribed. If, after receiving details of the school at which your child has been allocated a place, you wish to enquire about alternative places or appeal against a decision you should contact Educational Services no later than seven working days after receiving the allocation letter. Full details of all the City of York admissions procedures are available from Educational Services at the council.

Support arrangements for students with special educational needs (SEN)

We make extensive and individual arrangements for the admission of students with special needs to the school that are tailored to the needs of each student. Our Confidential List informs the teaching staff and includes details of students with a range of learning, physical, emotional, social communication and medical needs. Students with additional needs have pen portraits which inform all staff of the best working practises to employ.

For students entering our enhanced resource for autism, the teacher in charge makes visits to the partner primary school and runs an extensive admissions programme. This includes visits to Fulford School at different times plus visual timetables and photo diaries. In all our arrangements we liaise with parents and outside agencies to make the transition as smooth as possible.

Our team of Teaching Assistants and Learning Support Staff work with teaching staff to increase students' access to the curriculum. During breaks and lunchtimes there is a supervised facility where students receive help with homework and can spend time in a sheltered environment. We meet with parents on a regular basis to address any support issues that have arisen and the impact of the Special Educational Needs policy is reviewed with the SEN Governor.

Child Protection Arrangements

We are committed to safeguarding and promoting the welfare of children and young people and expect all our staff and any volunteers in school to share this commitment. We follow City of York guidelines and procedures regarding safe recruitment and working practices. We have a Safeguarding and Child Protection policy in place with a Designated Safeguarding Lead and a number of deputies.

Multiagency Procedures produced by the City of York are followed when any member of staff has concerns about the wellbeing and welfare of a student.

Full details of school policies and other information relating to the school may be found on the school website.

Fundraising

The School Fund, which is a recognised charity, covers a range of expenditure items. Within this fund there is a parent fund which is used to provide additional resources for the use of all students. This fund enables us to bid for matched funding from other sources to extend our facilities. It enabled us to secure funding for building the Sports Hall, new Drama Studio and Newton Block including the Sixth Form Common Room. This fund is a crucial means of providing much needed resources within the school and thus we ask each family to please help towards the fund by donation or covenant. Further details on this will be given out at the start of the academic year. The account is audited annually in accordance with the Charities Commission and a summary of the annual account is provided each year.

The Parent Teacher Association is another invaluable asset to the school in terms of fundraising. It meets regularly and organises a variety of activities, some educational, some social, with many linked to fundraising. All parents are welcome and the Annual General Meeting is held in the Autumn Term of each year. In the past, parents have raised money for a wide range of equipment and furnishings, new and replacement minibuses, a sublimation printer for DT, computer software and goal posts for PE.

Parent Council

The Fulford School Parent Council is a forum for consultation and gathering the views of parents and carers whose children are currently attend Fulford School. The aim of the council is to contribute towards Fulford School securing the best learning opportunities for all students and to ensure that the school engages effectively with parents and carers. School Governors have an open invitation to meetings.

The 11 - 18 Learning Programme at Fulford

Fulford seeks to develop the skills, values, talents, creativity and knowledge of all our community and we see the content, structure, organisation and coherence of the curriculum as the factors in developing our school ethos and the potential of all those involved with the school. Our curriculum, both within and outside the classroom, aims to provide high quality provision, enjoyable learning, excellence, opportunity and challenge for students of all abilities. It is also designed, along with our Careers Education and Information Advice and Guidance programme (CEIAG), to enable a broad range of progression routes and personalised support to meet the needs of our learners.

The assessment opportunities embedded in our curriculum inform learners of their current level of progress, allow them to reflect on their learning and identify what they need to do to improve. Our curriculum underpins all the work we do in school and is central to securing the highest standards of teaching and learning, student attainment and personal development. It aims to develop the knowledge, understanding, skills and personal qualities of our students so they are successful learners, confident individuals and tolerant and responsible citizens.

The structure of the curriculum is designed to ensure that all students are able to make good progress and aims to provide a range of personalised curricular pathways. We seek to develop a curriculum that meets the needs of our learners and that enhances student choice through partnership working, within the context of the efficient and effective use of the resources we have available. We place emphasis on

developing literacy, numeracy and personal development in order to maximise the life chances of all our students. The structure of the curriculum supports students in achieving skills in literacy and numeracy, and in developing their talents.

We place stress on the development of key learning attributes and a growth mind-set across all subjects in the curriculum, in order to maximise the potential and future success of our students.

Our curriculum reflects local and national need, promotes global awareness and sustainability, and seeks to raise aspirations by providing very strong and visible progression routes into higher education, further education, apprenticeship training and employment. In order to optimise our curriculum offer we work in partnership with other institutions and organisations seeking to further develop opportunities as appropriate.

Learning and teaching at Fulford reflects the following key principles:

- Clearly structured lessons will promote learning
- Students will reflect upon and know how to improve on their learning
- Teachers will create and maintain a purposeful learning environment
- Achievement will be recognised and rewarded through the school's rewards system
- Underachievement will be challenged, not processed
- We also recognise that learning goes beyond the classroom, as reflected by the number of extra-curricular trips, clubs, off timetable activities and visits

Learning and teaching are interactive. It is important that we teach students how to 'learn to earn' in order to become independent learners and develop skills for life-long learning.

Current Key Stage 3 Learning Programme

Year 7	Year 8	Year 9
English	English	English
Mathematics	Mathematics	Mathematics
Combined Science	Combined Science	Combined Science
Art	Art	Art
Computing	Computing	Computing
Design Technology	Design Technology	Design Technology
Drama	Drama	Drama
Geography	French	French
History	Geography	Geography
Music	History	History
Physical Education	Music	Music
Personal Development	Physical Education	Physical Education
Religious Studies	Personal Development	Personal Development
Spanish	Religious Studies	Religious Studies
	Spanish	Spanish

Current Key Stage 4 Learning Programme

All students study the following subjects:

English
Mathematics
Science
RE
Physical Education
Personal Development

In addition students must study at least two of the following English Baccalaureate subjects:

- French
- Spanish
- History
- Computer Science
- Geography

Up to two additional choices are made from the following subjects:

- Art & Design
- Drama
- Business Studies
- GCSE Physical Education
- D&T: Graphic Products
- D&T: Textile Technology
- D&T: Resistant Materials
- Music
- Foundation Learning Programme (BTEC Level 1 Award)
- Interactive Media (Cambridge National Level 2 Award)
- Food Preparation and Nutrition

Parents have the right to request that their children be exempt from attending assemblies of a religious nature and RE lessons on the grounds of religious belief. Parents also have a right to request the withdrawal of their child from aspects of Sex Education providing that they do not form part of the national curriculum.

Current Key Stage 5 (Years 12 & 13) Learning Programme

- Applied Science (Level 3)
- Art & Design
- Biology
- Business
- Chemistry
- Computer Science
- Design Technology (3D Product Design)
- Design Technology (Textiles)
- Drama & Theatre Studies
- Economics
- English Language
- English Literature
- French
- Geography
- Government and Politics
- History
- Mathematics
- Further Mathematics
- Media
- Music
- Photography
- Physics
- Psychology
- EPQ
- Religious Studies
- Sociology
- Spanish
- Sport (Level 3)

All subjects are offered as A Level unless stated otherwise. Additionally, resit GCSE classes in English and Maths are run for those students who do not achieve the required standard in either subject.

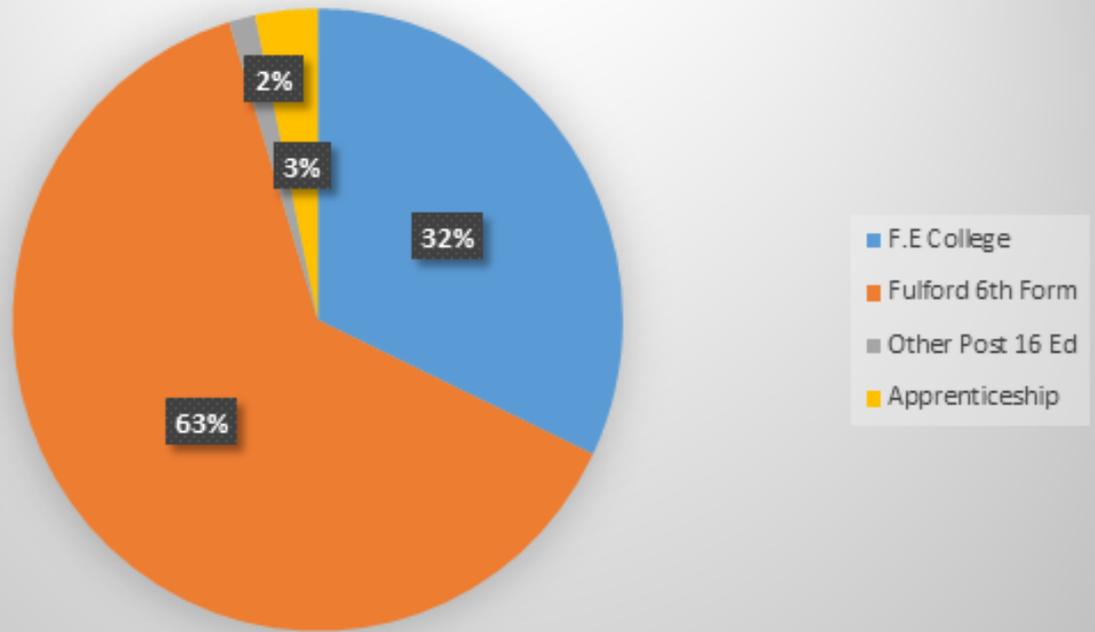
For further information on Key Stage 5 provision, please see the Sixth Form area of the website.

KEY CONTACTS: SEPTEMBER 2020

Mr Steve Lewis	<i>Headteacher</i>
Mr Tim Johnson	<i>Deputy Head Teacher: Standards</i>
Mr Russell Harris	<i>Deputy Head Teacher: Pastoral</i>
Mr Andy Rosie	<i>Assistant Head: Achievement</i>
Mrs Kasia Davies	<i>Assistant Headteacher/Head of Sixth Form: Post 16</i>
Mr Paul Walker	<i>Assistant Head: Inclusion and Safeguarding</i>
Mrs Rebecca Lowman	<i>Assistant Head: Teaching and Learning</i>
Mr Sam Bradford	<i>SYMAT Chief Finance Officer</i>
Mrs Kathryn Addison	<i>School Business Manager</i>
Mr Jamie Bonsels	<i>Head of Year 7</i>
Mr Paul Gatenby	<i>Head of Year 8</i>
Mr Simon Lacy	<i>Head of Year 9</i>
Mr Stuart Copeland	<i>Head of Year 10</i>
Miss Fay Chapman	<i>Head of Year 11</i>
Mrs Anna Mehta	<i>SENCO</i>

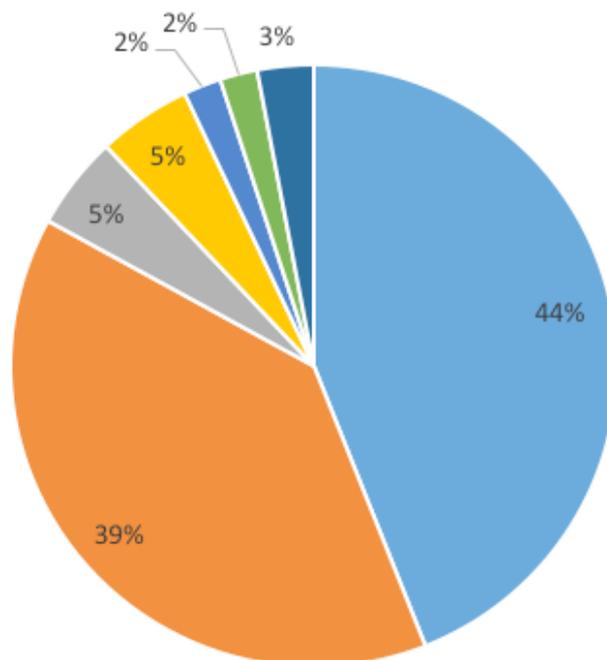
Office email: office@fulford.york.sch.uk

Fulford 2019 Destinations



FE College = 32.1% (67 students)
 Fulford 6th Form = 63.2% (132 students)
 Other Post 16 Ed. = 1.4% (3 students)
 Apprenticeship = 3.3% (7 students)

Typical Year 13 Destinations



■ Russell Group Universities
 ■ Other Higher Education
 ■ Oxbridge
 ■ Gap Year
■ Art Foundation
 ■ Employment
 ■ Apprenticeship

PROVISIONAL EXAMINATION RESULTS: SUMMARY



GCSE RESULTS (2018-2019)

	2018	2019
Attainment 8	53.96	60.3
Progress 8	+0.31	+0.63
Students achieving 5 Standard passes including English and Maths	75.4%	84.2%
Students achieving 5 Strong passes including English and Maths	50.2%	63.6%
E-Bacc	39.1%	37.3%
% entries achieving 9/A*-7/A	36.2%	40.5%
Achieving 5+ 9/A*-1/G	99.3%	99.04%

A LEVEL RESULTS (2018-2019)

	2018	2019
A*	15.8%	21.0%
A*/A	43%	47%
A*-B	77%	77%
A*-E	100%	100%
APS per Subject	41.6	43.6

* Provisional Results