

# Inspection of a good school: Fullbrook School

Selsdon Road, New Haw, Addlestone, Surrey, KT15 3HW

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Inspection dates: 1 and 2 March 2022

## Outcome

Fullbrook School continues to be a good school.

## What is it like to attend this school?

This inclusive, friendly school is described by many as the 'Fullbrook family'. Pupils enjoy school and they say that they feel safe. There is strong respect for diversity. Pupils in leadership roles, ably led by the sixth-form student principals, play an active part in gathering pupils' views. They help to shape school decisions, such as designing the 'equalities wall'.

Pupils recognise that staff want the very best for them. Everyone understands the school's vision that 'every pupil can be better than they ever thought they could be'. Staff and pupils agree that the new behaviour policy has had a positive effect. Most pupils are keen to learn, which is reflected in calm and purposeful lessons. Around the building, pupils are polite and respectful towards each other. Although some pupils say that bullying happens, most feel confident that it will be dealt with promptly.

Pupils appreciate the wide range of extra opportunities on offer. They are keen to participate in after-school activities, such as jazz band, science club and cookery club, as well as many sporting activities. The annual school show is a highlight of the year and pupils are looking forward to their first performance since COVID-19.

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

Leaders and staff have created an ambitious culture at Fullbrook. Governors and staff from the multi-academy trust (MAT) are fully involved in the school, supporting and challenging leaders in equal measure. Staff are very proud to work at the school and there is a tangible sense of collegiality. There are strong relationships between staff and pupils and between pupils themselves. A parent who responded to Ofsted's Parent View survey remarked: 'Some of the teachers go above and beyond what's required.'

Staff speak positively about the support they receive from senior leaders, such as considering their well-being and workload. Staff also value the professional training

opportunities they have, both within the school and across the MAT. This training is helping them to hone their skills, so that pupils can learn even better.

Leaders have designed an ambitious curriculum that builds knowledge and skills from Year 7 to Year 13 in a logical order. Most pupils study the English Baccalaureate qualification, ensuring breadth and balance. There are high expectations for pupils with special educational needs and/or disabilities (SEND), some of whom benefit from additional support in English and mathematics. A good proportion of Year 11 pupils stay on in the sixth form, where they have a wide variety of option choices. Sixth formers appreciate the advice and guidance they receive for their next steps into further education and apprenticeships.

Teachers have strong subject knowledge. In some subjects, such as English and mathematics, teachers use well-designed resources and expect pupils to complete demanding work. For example, in Year 7, pupils wrote their own war poems, which were very moving to read. In languages, pupils learn three tenses early on, and then revisit them over time to help their fluency. In history, some sixth-form students used their historical knowledge in a debate. However, in some subjects, pupils are not making such strong progress through the curriculum because some teachers' skills are not sufficiently well developed. In these instances, the quality of pupils' work is inconsistent.

Many teachers are skilled at judging how well pupils have learned new content. They are quick to see where pupils need extra help and use this information to make informed changes to the curriculum. However, some teachers do not adapt their teaching well enough for those that struggle the most, particularly those with SEND.

Reading is prioritised across the school. Now that the library is in use again following COVID-19, pupils are enjoying reading lessons in there. In key stage 3, those that need extra help with reading benefit from additional support.

Alongside pupils' academic experiences, there is an emphasis on developing their wider skills to prepare them for adulthood. In tutor time, a well-thought-out programme includes a focus on pupils' literacy and numeracy skills, as well as exploring issues related to a culturally diverse Britain. The tutor programme is supported by personal, social and health education lessons taught by specialist teachers. In these, pupils learn how to manage relationships, take care of their mental health, and manage their money. Careers education is woven into the programme. Pupils benefit from visits from industry leaders, as well as work experience placements, which prepare them well for life beyond school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding within the school. Leaders have a well-established system in place for staff to highlight a concern, which ensures that pupils get the help they need quickly. The school benefits from the support of the MAT and the local authority, as well as from an on-site charity. Pupils say that they feel safe and they know that concerns about their well-being will be dealt with quickly.

Staff and governors receive regular training. They understand the potential risks to pupils, both locally and in the wider community. The school's PSHE sessions help pupils to explore these in more depth.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- There is still some variability in the quality of the implementation of the curriculum. This means that pupils do not achieve as highly as they could across all subjects. Leaders should ensure that teachers apply their pedagogical training effectively, so that the curriculum is implemented more consistently across all subjects and all years.
- Leaders are ambitious for pupils with SEND. However, some teachers do not adapt the curriculum effectively enough for these pupils. Leaders should continue to implement their plans for staff training, so that pupils with SEND know more and remember more across every subject.

## **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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in April 2013.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>                    | 137003  |
| <b>Local authority</b>                            | Surrey  |
| <b>Inspection number</b>                          | 10211524  |
| <b>Type of school</b>                             | Secondary Comprehensive   |
| <b>School category</b>                            | Academy converter   |
| <b>Age range of pupils</b>                        | 11 to 18  |
| <b>Gender of pupils</b>                           | Mixed   |
| <b>Gender of pupils in sixth-form provision</b>   | Mixed   |
| <b>Number of pupils on the school roll</b>        | 1376  |
| <b>Of which, number on roll in the sixth form</b> | 172   |
| <b>Appropriate authority</b>                      | The governing body  |
| <b>Chair of governing body</b>                    | Paul Ballard  |
| <b>Principal</b>                                  | Katie Moore   |
| <b>Website</b>                                    | <a href="http://www.fullbrook.surrey.sch.uk">http://www.fullbrook.surrey.sch.uk</a> |
| <b>Date of previous inspection</b>                | 1 March 2017, under section 8 of the Education Act 2005                             |

## Information about this school

- The school is a member of Learning Partners multi-academy trust.
- The school uses four registered and two unregistered alternative providers to provide education and support for a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical educational qualifications and apprenticeships.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Meetings were held with the principal, senior leaders, staff, pupils and sixth formers, the chair of the governing body and three other governors, a trustee, the trust's director of education and the chief executive of the trust. An inspector had a telephone call with a member of staff at two alternative providers.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history and modern foreign languages. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also visited lessons in some other subjects.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. They also viewed the school website and policies. They looked at records related to safeguarding, including checks on adults working at the school.
- Inspectors spoke to staff, including early career teachers, about behaviour and their workload in school.
- Inspectors considered the views of pupils and staff through the responses to Ofsted's confidential surveys. The views of parents were considered through the 192 parent responses to Ofsted's Parent View.

### **Inspection team**

Paula Sargent, lead inspector

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