

# Fullbrook

Selsdon Road, New Haw, Addlestone, KT15 3HW

**Inspection dates** 24–25 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students make good progress in the main school and the sixth form, achieving above average standards at GCSE and A level. Achievement in mathematics, one of the school's specialist subjects, is particularly strong. The sixth form is good.
- Students behave sensibly as they make their way around the buildings. In lessons, behaviour is usually good; the sixth formers' conduct is excellent. Attendance is above average and improving. Students of all ages feel safe in school.
- Teaching is good, with some that is outstanding. Teachers' strong subject knowledge, very good relationships with the students, and the additional time they give to supporting many individuals and groups are key factors in the students' success.
- Students benefit from carefully considered and highly effective pastoral and academic care. The tutor and house system is one of the bedrocks of the school's success.
- The school is well led and managed by a very effective team of senior leaders, committed to students' successes. They are supported by capable and knowledgeable subject and pastoral middle leaders. Leadership of teaching is effective; monitoring is robust and followed up with substantial support for staff. Tracking information on students' progress is used well to improve standards further. The governing body is effective in both supporting and challenging senior staff.

### It is not yet an outstanding school because

- Some teaching is not sufficiently challenging for younger students and some is not well matched to the specific needs of groups whose circumstances may make them vulnerable so that they do not always achieve as successfully as their peers.
- High quality written work is not promoted consistently across all subjects with the result that some students' work is not well presented and the standard of written English is not always high enough.

## Information about this inspection

- Inspectors observed 68 lessons and looked at students’ work. Two were joint observations with senior leaders.
- Inspectors observed students during break times and lunchtime as well as before and after school. They met with groups across the age and ability range, to discuss their views and expectations.
- Discussions were held with two governors, including the Chair of the Governing Body, and with senior leaders and other staff.
- Inspectors took account of 102 responses to the on-line parent survey (Parent View) and 70 responses to the staff questionnaire. Inspectors received one letter from a parent.
- The inspection team looked at a wide range of school documentation including its self-evaluation form, the school improvement plan, safeguarding information, attendance and behaviour records, assessment data and monitoring records. They considered evidence of the school’s approach to the performance management of staff.

## Inspection team

Peter McGregor, Lead inspector	Additional Inspector
Catherine Dooley	Additional Inspector
Gill Walley	Additional Inspector
Michael Elson	Additional Inspector
Hugh Betterton	Additional Inspector
Trevor Woods	Additional Inspector

## Full report

### Information about this school

- Fullbrook is a larger-than-average sized secondary school with increasing numbers in the sixth form.
- Fullbrook converted to become an academy in September 2011. When its predecessor school was last inspected by Ofsted, it was judged to be good overall.
- The large majority of students are from White British backgrounds.
- A broadly average proportion of students speak English as an additional language.
- The proportion of students for whom the school receives the pupil premium (additional funding for children in the care of the local authority, for those from services families and for students known to be eligible for free school meals) is below average.
- The proportions of disabled students and those with special educational needs supported through school action, school action plus or statements of special educational needs are broadly average. Approximately one in every nine students is supported through school action and one in every 14 through school action plus or a statement.
- A very few students attend alternative courses run by a range of providers including the Pyrford Short Stay School, STEPS and the Bishop David Brown Construction Centre.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

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

- Improve the quality of teaching so that a higher proportion is outstanding, focusing particularly on:
  - raising the standard of students' language work through consistent expectations of well-presented, accurate writing
  - matching work to students' needs, personal circumstances and prior knowledge and understanding so that all groups make more rapid progress including disabled students and those with special educational needs, those for whom the school receives the pupil premium and lower attaining students
  - increasing expectations and challenge for the younger students.

## Inspection judgements

### The achievement of pupils is good

- Students make good progress. They enter school with levels that are above average and attain GCSE results that are above and in many cases well above average. In both English and mathematics, above average proportions of students match or exceed the national expectations of progress over Years 7 to 11. White British students and the small numbers from other ethnic backgrounds make good progress, as do students who speak English as an additional language.
- Students' progress in the sixth form is good. They leave school with above average grades, all going on to education or training of their choice, many to popular universities. Extremely positive sixth-form student attitudes as well as effective teaching enable this success.
- Standards in mathematics are well above average and improving as a result of carefully focused teaching by knowledgeable staff and effective additional help where underachievement is identified. The proportions of students attaining A\* or A and A\* to C grades are significantly higher than those found nationally.
- The school's early entry policy has been helpful in raising attainment in mathematics for many students but not all. A recent change in policy ensures that all students in future continue to study mathematics up to the end of Year 11, whatever their GCSE outcome prior to the end of that year.
- Students' progress and attainment in English have improved substantially to a good standard as a result of improved teaching, rigorous tracking and effective support. Students speak, listen and read well. However, their written work in some subjects is not consistently of such a high standard.
- Standards in other subjects, including the sciences, modern languages and humanities, are also improving, with data on students' progress and the quality of work in lessons indicating good achievement.
- Disabled students and those who have special educational needs are making good progress overall in their studies. Where teachers and support staff know the needs of the students well and match work to individual needs, so it is not too easy or too difficult, progress is very strong. Where staff are less knowledgeable and effective, students make less rapid progress.
- Students in receipt of pupil premium funding are now making much greater progress than they did in the last academic year. Their attainment in English and mathematics was over one grade lower than the attainment of other pupils at GCSE in 2012. Data on progress are now being used to focus attention on these students' needs and the gap is narrowing substantially. The school's provision includes intensive one-to-one tuition, holiday courses and counselling support to help students overcome problems. Catch-up premium funding for a small number of Year 7 students is being used well, through effective small-group support, to enhance their progress in English and mathematics.
- A small number of students benefit from off-site education provided by a range of specialists. Careful and thorough monitoring of the quality of this support ensures that individual needs are met and progress is good.

### The quality of teaching is good

- The quality of teaching observed was rarely less than good and sometimes outstanding, a picture matched by the school's own observations of teaching. The teaching of younger students is not as effective as that of students taking GCSE and sixth-form courses because teachers' expectations of what students can do are not high enough in some classes.
- Students greatly value the additional support teachers provide out of lessons. Sixth-form students in particular remarked upon their teachers' commitment to them, always making themselves available to re-explain ideas students find difficult, ensuring that they have a good understanding of the work and relevant examination specification requirements.

- Teachers usually plan carefully for their lessons, using tracking data and students' targets to help them meet individual needs. In practice, the needs of lower attaining students, disabled students, those with special educational needs and those for whom the school receives pupil premium funding are not always met as successfully in individual lessons as those of other students, because they are not clearly identified and given the additional support they need.
- Clear learning objectives, shared with the students, and good questioning targeted on individuals help to motivate students and retain their engagement in learning.
- Teachers' subject knowledge is a major strength. Staff are enthusiastic about students achieving academic success in their subjects so they often challenge and motivate them well, maintaining a good pace to learning.
- The collaborative approach of the teacher and students in a Year 13 chemistry lesson where aspirin was being made, built on respect for the teacher's excellent knowledge, was typical of lessons where outstanding teaching and learning took place.
- Students' books are generally marked well. Staff clearly explain to students how to improve their work. However, the quality of presentation and weaknesses in students' literacy are not marked with the same rigour by all staff, with the result that standards in these areas are inconsistent.
- Teachers manage students' behaviour very well, though some can be lively at times and occasionally inattentive. Staff-student relationships are generally very good, facilitating effective learning and the development of confident young people.

### **The behaviour and safety of pupils are good**

- Students are very proud of their school and feel very safe. They behave well in the corridors as they move from one lesson to the next, during breaks and lunchtimes as well as before and after the end of the school day. Behaviour is not outstanding as students can be boisterous at times but respond quickly to teachers and usually appreciate where and when to 'draw the line'.
- In lessons, behaviour is usually good. Students' positive attitudes to one another and staff stem from clear and high expectations of them and the effective implementation of the behaviour management system. The school's own records of 'on call' incidents to deal with any disruptions in lessons show a positive and improving situation. The conduct and attendance of students attending off-site provision are good. Behaviour and attitudes of students in the sixth form are exemplary.
- No student has been permanently excluded in recent years. This has had a positive effect on several, but it has also resulted in an increase in the number of students who have had more than one temporary exclusion, although this is now falling. Senior leaders follow required exclusion procedures meticulously and the students appreciate that the school is entirely fair in its dealings with them.
- Bullying and racist behaviour is infrequent and when it does occur is dealt with quickly and effectively, from the standpoint of both the bullied and the perpetrator. Detailed recording of incidents enables patterns to be identified and pre-emptive action to be carried out. At the heart of the successful promotion of good behaviour and anti-bullying is the strong pastoral care system of tutor groups and houses.
- Attendance has improved steadily over recent years and is now above average. Attendance procedures are followed consistently. The competitive approach to attendance between houses is very effective in reducing absence. Students are punctual. A substantial improvement has taken place this year in the attendance of disabled students, those with special educational needs and those for whom the school receives pupil premium funding, narrowing the gaps between their attendance and that of other students, although there is further to go.
- The very large majority of parents in their on-line responses to a questionnaire about the school, viewed behaviour to be good, as did the vast majority of staff returning their questionnaires.

**The leadership and management are good**

- The direction provided for the school is clear and promoted strongly by the headteacher and governors. Almost all staff are supportive of the drive for outstanding success and value what is being achieved, as they indicated in their exceptionally positive questionnaire responses. There is a passion for maximising achievement.
  - Senior staff and middle leaders have a clear understanding of school strengths and points for development as a result of thorough monitoring of teaching and the quality of care provided. Tracking systems for students' progress are effective in identifying development areas. The gap in achievement, now narrowing, between students whose circumstances may make them vulnerable and others remains a priority for the school.
  - The school improvement plan focuses on taking the school forward from good to outstanding by 2015. Targets and processes are clear.
  - Discrimination in any form is not tolerated. An excellent assembly about individuality and conformity, covering gay, lesbian and trans-sexual students' rights, was taken extremely seriously by the Year 11 students present, reflecting the whole-school approach to this area. The promotion of equality of opportunity is a school priority.
  - Good systems are in place to ensure that safeguarding of students has a high priority. Safeguarding checks are undertaken prior to any students participating in off-site provision and attendance is followed up daily.
  - Successful performance management, linked closely to staff appraisal and continuing professional development, results in teachers improving the quality of their work. Teachers' pay is carefully linked to the quality of their teaching and their students' performance.
  - A good curriculum meets the needs and capabilities of students. Appropriate pathways and a wide range of subjects are available. Sixth-form vocational courses are offered but student uptake is such that Years 12 and 13 courses taken are nearly all for A-level outcomes.
  - Students are very pleased with the clubs and activities staff provide. Music, sport, a very popular Duke of Edinburgh's Award programme, academic catch-up/enrichment and charitable giving provide a very rich range of opportunities for students of all ages. House competitions are extremely popular and successful.
  - The school's promotion of students' spiritual, moral, social and cultural development influences many aspects of the education provided. Quotes around the school and excellent displays reminding students to think about events such as the holocaust, which the students notice and comment upon, indicate the importance the school places on personal development.
  - Parents indicate that they are very happy with the education provided; eight in every ten parents in their on-line questionnaires about the school gave positive responses. Positive links are promoted with a range of outside agencies which support the students.
- **The governance of the school:**
- is based on a good understanding of the school's improving strengths and development points. The governing body has an effective committee structure and a wide range of expertise. Governors appreciate the drive and commitment of the headteacher and her staff as they strive to achieve an outstanding school. They interrogate national performance data as well as the school's own student progress information and teaching quality data. Governors scrutinise pay progression for staff, understanding the link between performance and reward. They make sure that legal requirements are met, such as those concerning safeguarding students and generating a balanced budget. The importance of pupil premium expenditure is understood and it is appreciated that further work is needed to narrow the gap between these students' achievement and that of others. Helpful open days are arranged for governors to enable them to see the school in action. They attend training, including specific support for individual governors in areas such as computer use and careers, which keeps them well informed.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137003
<b>Local authority</b>	Surrey
<b>Inspection number</b>	413417

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Academy converter
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1593
<b>Of which, number on roll in sixth form</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Little
<b>Headteacher</b>	Anne Turner
<b>Date of previous school inspection</b>	27–28 April 2010
<b>Telephone number</b>	01932 349301
<b>Fax number</b>	01932 351224
<b>Email address</b>	info@fullbrook.surrey.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

