



# Fullbrook School

## Inspection Report

**Unique Reference Number** 125313  
**Local Authority** Surrey  
**Inspection number** 293264  
**Inspection dates** 27–28 February 2007  
**Reporting inspector** Stephen Long HMI

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

|                                           |                    |                         |                     |
|-------------------------------------------|--------------------|-------------------------|---------------------|
| <b>Type of school</b>                     | Comprehensive      | <b>School address</b>   | Selsdon Road        |
| <b>School category</b>                    | Foundation         |                         | New Haw             |
| <b>Age range of pupils</b>                | 11–19              |                         | Addlestone KT15 3HW |
| <b>Gender of pupils</b>                   | Mixed              | <b>Telephone number</b> | 01932 349301        |
| <b>Number on roll (school)</b>            | 1674               | <b>Fax number</b>       | 01932 351224        |
| <b>Number on roll (6th form)</b>          | 238                |                         |                     |
| <b>Appropriate authority</b>              | The governing body | <b>Chair</b>            | Dr Tony Little      |
|                                           |                    | <b>Headteacher</b>      | Mrs Anne Turner     |
| <b>Date of previous school inspection</b> | 17 February 2003   |                         |                     |

|                  |                         |                          |
|------------------|-------------------------|--------------------------|
| <b>Age group</b> | <b>Inspection dates</b> | <b>Inspection number</b> |
| 11–19            | 27–28 February 2007     | 293264                   |

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Fullbrook is much larger than most secondary schools. It has specialist status for mathematics and computing and is a designated training school, providing placements for trainee teachers. It is a popular local choice, serving an area which is generally socially advantaged and having few students who are entitled to free school meals. A growing but below average proportion of students are from minority ethnic groups or speak English as an additional language. The proportion of students who have learning difficulties or disabilities, including those with a statement of special educational needs, is below average. Student numbers in the sixth form have risen steadily in recent years. The headteacher has been in post for just over two terms, following a year when the post was filled by the two deputy headteachers because the then headteacher was on secondment. Staff turnover is very high and the school has many newly qualified teachers.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 3

Fullbrook School is a satisfactory and improving school.

Students join the school with above average standards and make satisfactory overall progress during their first three years. Achievement in Years 10 and 11 fell for a number of years and was inadequate for the cohort which sat examinations in 2005. However in 2006, because of robust action taken during the latter stages of their courses, standards rose and achievement was satisfactory. Targets associated with the school's specialist status have been met in mathematics but not in information and communications technology (ICT) and progress in ICT is too slow for students of all ages.

Under the good guidance of the new headteacher, leadership and management are satisfactory and improving. She has successfully built on the work of the two deputy headteachers who, as acting headteachers, had begun to raise GCSE standards. She has quickened the pace of change through focusing everyone on improving achievement. Actions have been appropriately prioritised in the short term and strategic planning is developing well. Staff are now accountable for the impact of their work on students as well as being involved in deciding how to develop the school further.

Students' personal development and well-being are satisfactory because of the care, guidance and support they receive. The majority of students enjoy school and behave well. However, the behaviour of a minority is poor and parents are concerned about this. The school is taking satisfactory steps to tackle this but it does not monitor the impact of its work well enough to ensure improvements are sustained or ensure that parents understand the steps taken.

Teaching and learning are satisfactory and improving, although adversely affected by the high staff turnover. Teachers now have access to a good range of assessment data about students; they use it to identify underachievement but not always to make sure lessons meet the needs of all students. The curriculum is broadly satisfactory but currently offers too few vocational options for students in Years 10 and 11. The school has good plans to address this for next year. Coverage of areas such as citizenship and personal, social and health education is satisfactory but is not monitored carefully enough to check that it is having a positive impact on students.

Improvement since the last inspection was initially too slow, as indicated by the fall in GCSE standards. However, leaders and managers at all levels now demonstrate satisfactory capacity for improvement through, for example, reversing the GCSE decline, beginning to improve the quality of teaching and adopting a more rigorous approach to strategic leadership in areas such as developing the school's specialist status. As at the time of the last inspection, the school site offers limited recreational space and cramped corridor areas for the number of students on roll.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 4**

The effectiveness and efficiency of the sixth form are inadequate; standards have been declining for a number of years and students do not achieve enough. The majority of students demonstrate satisfactory personal development; they behave well and most have good attitudes although a minority demonstrate poor attendance. Teaching and learning are satisfactory but, because the poor attendance of some students affects their achievement, overall achievement figures are below average. An over-emphasis on increasing student numbers in recent years has resulted in some students being taken onto courses which were inappropriate for them. Leadership and management of the sixth form are inadequate because those responsible have not tackled the decline in standards over time. However, a new sixth form leader, appointed at the start of this term, has purposefully set about making improvements. She has a good understanding of what needs to be done but has had too little time to make an impact on achievement.

### **What the school should do to improve further**

- Improve achievement and attendance in the sixth form.
- Improve achievement in ICT throughout the school.
- Use assessment data to ensure lessons meet all students' needs.
- Monitor the teaching of citizenship and PSHE to check it is having an impact on students.
- Monitor behaviour improvement strategies more rigorously to enable further improvement to be made.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 4**

Achievement is satisfactory and standards are above average.

By the end of Year 9, students' attainment in mathematics and science is higher than that seen nationally and in these subjects students make good progress. Standards are especially good in mathematics where a significant number of students attain the higher levels. Progress is slower in English but is satisfactory and improving.

At GCSE level, students make satisfactory progress. The most recent results, for 2006, are above the national average. They show a significant improvement over 2005 in the proportion of students attaining at least five grades at A\*-C, including English and mathematics. Students also do well in the humanities, modern foreign languages and the expressive arts. However, the standards reached reflect only satisfactory progress because the students begin courses with above average standards overall.

Achievement in the sixth form is inadequate and varies widely between subjects. Although the standards reached are average overall, this represents underachievement for these students who, as a group, are of above average ability.

Students with learning difficulties and disabilities, and those for whom English is an additional language, make similar progress to their peers.

## **Personal development and well-being**

**Grade: 3**

**Grade for sixth form: 3**

The students' spiritual, moral, cultural and social development is satisfactory. Most enjoy good relationships with each other and with adults and are positive in their attitudes to school. 'It is a friendly school and teachers treat you well' said one student. This is reflected in attendance which is broadly satisfactory. However the low attendance of some students in the main school affects their learning and achievement, echoing to a lesser degree the situation in the sixth form. Most students feel safe. They say there are instances of bullying, but these are infrequent and are usually dealt with effectively by staff. While the majority of students behave well, a minority, especially boys, do not. This affects their learning and that of others when expectations are not clearly reinforced by staff. The lack of space in corridors and the paucity of recreational areas hinder good behaviour, resulting in some boisterousness. The students have a reasonable understanding of the need to lead safe and healthy lifestyles, some for example having helped plan a healthy lunchtime menu. Participation in sport and other physical activities is satisfactory, reflecting a commitment to fitness. Students make a satisfactory contribution to the school community, through such activities as year and school councils, and involve themselves in the local community through charity fundraising.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 3**

Most lessons are well structured and start with effective sharing of the purpose of the learning. They include a reasonable variety of activities often, but not always, involving interactive tasks such as group or paired work, which motivate students well. Relationships between students and teachers are often good, supporting the effective use of discussion and questioning in the best lessons. However, inconsistent use is made of assessment data to ensure lessons are suitable to the needs of all students. Behaviour management, while sometimes good, is not consistent enough to support good achievement and more able students are not always sufficiently stretched.

The school has a satisfactory system to check students' academic progress and set targets. The support provided for those underachieving is beginning to show results. However, day-to-day guidance to students on how to improve their work, for example through marking, is not effective in all subjects. The same applies to the students' development as independent learners because of a lack of consistency in self and peer

assessment and variability in their understanding of how to measure their progress and set goals.

Provision for students with learning difficulties and disabilities and for whom English is an additional language is satisfactory. Their needs are appropriately identified and they are well supported in lessons where learning support staff are present. However, in lessons where there are no additional adults, the students are not always supported well enough.

## **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 4**

In Years 7 to 9 the curriculum meets national requirements. In Years 10 and 11 the curriculum is good in relation to the range of GCSE subjects offered. It is satisfactory but more limited in meeting the needs of students wishing to follow vocational pathways because the range of subjects offered is too narrow. The curriculum in the sixth form is inadequate because there is an insufficient range of courses available to meet the needs of students of differing ability.

Required aspects of citizenship and personal, social and health education, including sex and drug education, are embedded across the curriculum but are not monitored rigorously enough in order to ensure their impact. Students are prepared well for the world of work in respect of literacy and numeracy skills but their ICT skills are weak by comparison. They develop a satisfactory understanding of the workplace through work-related learning and enterprise projects. The school has Healthy School status and provides an environment which encourages healthy lifestyles, for example through sport-related aspects within the wide range of extra-curricular activities.

While the school has made satisfactory use of its specialist status to provide support for the community, there has been inadequate impact on its own curriculum. The impact in mathematics has been satisfactory but not in ICT. Specialist resources have been poor for a number of years and ICT is not used consistently across subjects. However, these problems are starting to be addressed because of more focused leadership.

## **Care, guidance and support**

**Grade: 3**

**Grade for sixth form: 3**

Levels of supervision are good in most areas although the complex nature of the school site means this is not always the case. Child protection and health and safety procedures are secure. The students know who to turn to if they have concerns. The school is taking satisfactory steps to improve the behaviour of those students who find it difficult to behave well, and has developed a wide range of strategies. These are beginning to make an impact but are not monitored rigorously enough. There are good links with local authority and other external agencies so that vulnerable students are cared for.

Students in Year 9 are well informed about the options available to them. Recent developments have improved the guidance offered to Year 11 students regarding the next steps in education or employment. Procedures have been tightened for accepting students into the sixth form in order to ensure courses are suitable. The care and guidance for sixth form students are satisfactory, following a recent review of procedures to monitor their progress.

## **Leadership and management**

**Grade: 3**

**Grade for sixth form: 4**

The headteacher provides clear strategic leadership. She has clarified the roles of senior and middle leaders. Together they are a satisfactory team with a growing, although variable, capacity to improve their areas of responsibility. Good steps are taken to support staff at all levels and the introduction of robust accountability procedures enables ineffective staff to be supported. Commensurate with the school's training status, appropriate focus is given to improving teaching and reducing the high turnover, although there is no firm evidence that the number leaving is falling.

Monitoring and evaluation are satisfactory and give the school an accurate overall picture of strengths and weaknesses. Increasingly effective use is made of lesson observations and data analysis to target priorities in development planning. However, analysing the impact of the actions taken does not always focus sharply enough on the outcomes for the students, for example, in relation to their personal development. Strategic planning is satisfactory but the headteacher rightly recognises that it does not link all aspects of the school's provision. Good work is underway to develop a plan capable of sustaining school improvement, including making more of the school's specialist status.

Satisfactory steps have been taken to improve the learning environment within the school's confined accommodation. ICT resources have been rapidly improved as part of an on-going programme and classrooms have been renovated in some subject areas, for example English.

Following the reorganisation of the governing body a year ago, governance is satisfactory. Governors focus on students' achievement and challenge the school over this. However, they do not ask enough independently probing questions concerning students' wider personal development.





## Inspection judgements

|                                                                                                              |                       |              |
|--------------------------------------------------------------------------------------------------------------|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--------------------------------------------------------------------------------------------------------------|-----------------------|--------------|

### Overall effectiveness

|                                                                                                                                                          |     |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 3   | 4  |
| How well does the school work in partnership with others to promote learners' well-being?                                                                | 3   | 3  |
| The effectiveness of the school's self-evaluation                                                                                                        | 3   | 3  |
| The capacity to make any necessary improvements                                                                                                          | 3   | 3  |
| Effective steps have been taken to promote improvement since the last inspection                                                                         | Yes | No |

### Achievement and standards

|                                                                                                          |   |   |
|----------------------------------------------------------------------------------------------------------|---|---|
| <b>How well do learners achieve?</b>                                                                     | 3 | 4 |
| The standards <sup>1</sup> reached by learners                                                           | 2 | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | 4 |
| How well learners with learning difficulties and disabilities make progress                              | 3 |   |

### Personal development and well-being

|                                                                                                               |   |   |
|---------------------------------------------------------------------------------------------------------------|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 3 | 3 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 3 |   |
| The behaviour of learners                                                                                     | 3 |   |
| The attendance of learners                                                                                    | 3 | 4 |
| How well learners enjoy their education                                                                       | 3 |   |
| The extent to which learners adopt safe practices                                                             | 3 |   |
| The extent to which learners adopt healthy lifestyles                                                         | 3 |   |
| The extent to which learners make a positive contribution to the community                                    | 3 |   |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |   |

### The quality of provision

|                                                                                                           |   |   |
|-----------------------------------------------------------------------------------------------------------|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 | 3 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 | 4 |
| <b>How well are learners cared for, guided and supported?</b>                                             | 3 | 3 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

### Leadership and management

|                                                                                                                                              |     |     |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   | 4   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |     |
| How effectively performance is monitored, evaluated and improved to meet challenging targets                                                 | 3   |     |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |     |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money                                          | 3   |     |
| The extent to which governors and other supervisory boards discharge their responsibilities                                                  | 3   |     |
| Do procedures for safeguarding learners meet current government requirements?                                                                | Yes | Yes |
| Does this school require special measures?                                                                                                   | No  |     |
| Does this school require a notice to improve?                                                                                                | No  |     |

## Text from letter to pupils explaining the findings of the inspection

Thank you for your participation during the recent inspection of the school. This letter provides a summary of the full report.

Fullbrook is a satisfactory school and the staff are working well, led by the headteacher, to improve it. Between Years 7 and 11 the standards reached are high although this means progress is average because most of you start with above average standards. In recent years, progress in Year 10 and 11 had been too slow but things have improved. However, progress is too slow in the sixth form, sometimes because students attend infrequently. Most of you told us you enjoy school, that the majority of students behave well and that you feel well cared for. This reflects what we saw. You also told us there are a few students who behave badly but they are usually dealt with effectively. The curriculum is satisfactory and improving. The school knows there are too few vocational (work-related) options in Years 10 and 11. Some students in the sixth form are on unsuitable courses. The school's specialist status for mathematics and computing (ICT) has helped raise standards in mathematics but not in ICT. Most lessons are satisfactory and some are good. The quality of teaching is affected by the number of teachers joining and leaving, and the school is working hard to tackle this. Most of you know what your learning targets are but not always how to reach them. We believe you make a satisfactory contribution to school and community life through things like year councils and charity fundraising. Most of you try to stay healthy by eating well and taking exercise and you told us you value the extra activities and clubs.

We have asked the school staff to make the following improvements:

- improve academic achievement and attendance in the sixth form;
- raise standards in ICT as a subject and develop the use of ICT across the curriculum;
- make more use of the information they have about students so that the needs of all are fully met in lessons;
- check citizenship and PSHE teaching to ensure you learn properly about these areas;
- check the work being done to improve behaviour so as to build on the aspects which are proving most successful.

I wish you good luck for the future.

Stephen Long

Her Majesty's Inspector of Schools