

# Fullbrook School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 125313           |
| <b>Local Authority</b>         | Surrey           |
| <b>Inspection number</b>       | 340765           |
| <b>Inspection dates</b>        | 27–28 April 2010 |
| <b>Reporting inspector</b>     | Anne Duffy       |

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

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| <b>Type of school</b>                      | Secondary                              |
| <b>School category</b>                     | Foundation                             |
| <b>Age range of pupils</b>                 | 11–19                                  |
| <b>Gender of pupils</b>                    | Mixed                                  |
| Gender of pupils in the sixth form         | Mixed                                  |
| <b>Number of pupils on the school roll</b> | 1543                                   |
| Of which, number on roll in the sixth form | 194                                    |
| <b>Appropriate authority</b>               | The governing body                     |
| <b>Chair</b>                               | Tony Little                            |
| <b>Headteacher</b>                         | Anne Turner                            |
| <b>Date of previous school inspection</b>  | 28 April 2010                          |
| <b>School address</b>                      | Selsdon Road<br>Addlestone<br>KT15 3HW |
| <b>Telephone number</b>                    | 01932 349301                           |
| <b>Fax number</b>                          | 01932 351224                           |
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|--------------------------|------------------|
| <b>Age group</b>         | 11–19            |
| <b>Inspection dates</b>  | 27–28 April 2010 |
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and six additional inspectors. Inspectors observed 35 lessons or parts of lessons and 34 teachers. Inspectors also held meetings with staff, governors, students and a parent. They observed the school's work, and looked at documentation and policies, including the school's tracking of students' progress, the school improvement plan and arrangements for safeguarding. They also studied student and staff questionnaires and the 370 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the success with which the school is ensuring that ambition for school improvement is shared at all levels
- the impact of specialist school status upon school improvement
- the impact of action taken to remove any difference in progress made across different subjects, and to improve progress in English
- the consistency with which teaching and assessment contribute to high quality learning across a range of subjects
- the effectiveness of action taken by the school to ensure high quality provision and positive outcomes in the sixth form.

## Information about the school

Fullbrook is much larger than most secondary schools. Most students are from White British backgrounds. A very small minority, around 16%, are from a range of other ethnic backgrounds. About 9% are at an early stage of speaking English. The proportion of students identified with special educational needs and/or disabilities is similar to the national average. A very small proportion is eligible for free school meals.

The school has specialist status for mathematics and computing and is a designated training school, providing placements for trainee teachers. Following the last inspection the school was placed on probation with regard to its specialist status, but was re-designated in December 2008. Its training school status was also temporarily suspended but was renewed in July 2009. The school holds a number of awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****1**

## Main findings

'It seems like a school that constantly wants to improve and even though we might not like change we know it is good for us.' This view from a student forms a very apt summary of this good school which has been on a trajectory of improvement since its last inspection. Strongly led by the Principal, the very committed staff have worked hard to improve all aspects of students' school experience.

Changes made to the governing body and to the senior and middle leadership teams of the school have been very effective. As a result, ambition to improve is embedded at all levels and the outstanding capacity to do so is evident. Self-evaluation is thorough and detailed; processes for monitoring performance are robust and there are secure systems in place for monitoring and analysing all aspects of the school's work. Good use has been made of the school's specialist status to develop partnership links and to provide a model for innovative practice within some areas of the school. Due to some changes of focus, the impact of mathematics has been stronger than that of computing in recent years. The school is now making increasing use of the virtual learning environment (VLE) to enable students to access high quality materials and support, both in and out of school, and teachers use information and communication technology (ICT) well in their lessons. However, opportunities are sometimes missed to build upon this, and students do not use ICT as effectively as they might to improve the quality of their work and extend their learning.

Improved stability among the teaching staff has helped to make progress across the range of subjects more secure, although some short and longer-term absences remain. Teaching has significant strengths and the school has taken effective steps to extend the use of teaching approaches which allow students to evaluate how well they are doing and how they can improve. It has developed its assessment processes very effectively. However, feedback to students, particularly through marking, remains variable. Teachers plan and deliver lessons well but monitoring by senior and subject leaders does not always provide the detailed guidance teachers require in order to evaluate and improve the impact of their teaching on all elements of students' learning. Changes made to the curriculum have provided students with increased opportunities to extend their interests and the proportion choosing to move into the sixth form has grown. This reflects the improvement made in sixth form provision since the last inspection, which has been achieved as part of the overall school development. The time is now right for the school to formulate discrete and focused sixth form plans in order to ensure further improvement.

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

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- Make full use of the school's specialism in computing to increase students' use of ICT in all aspects of their learning.
- Ensure that students consistently receive high quality feedback on their work, particularly as the use of the VLE increases.
- Ensure that feedback to teachers covers all aspects of learning in order to identify, focus on and monitor areas for continuing professional development.
- Support the vision for the development of the sixth form by careful and focused planning of the next steps.

**Outcomes for individuals and groups of pupils****2**

Achievement is outstanding. Students' levels of attainment on entry are broadly average, but overall are significantly higher than this when they leave the school. Work seen in lessons and in students' portfolios confirmed this. The percentage of students gaining five or more grades A\* to C including English and mathematics is significantly above average. Progress in English, which has historically lagged behind that of other subjects, has improved and continues to do so. The school is right in judging that students make good progress. It has taken effective action to ensure that students with special educational needs and/or disabilities are not disadvantaged so that they make progress which is similar to that of other students. Students at the early stages of speaking English make progress as rapidly as their peers. The school has also correctly identified a group of students for whom progress could be accelerated and is taking the right steps to support them with good impact.

Students generally enjoy, and are proud of, their school. Good behaviour in lessons makes a strong contribution to learning. The large majority of students are involved and enthusiastic in lessons and their motivation to succeed is evident. They respond well to opportunities to evaluate their own and each other's work, showing an understanding of the level they are working at and what they might do to improve upon this. They respond well to the relaxed yet professional manner which many teachers adopt, although they are slightly less responsive where a more confrontational approach is used. Students appreciate the good relationships they have with members of staff and this adds to their feeling of safety within school.

Students' moral and social development is enhanced by assemblies and tutor times and they benefit from opportunities to think about current events such as the forthcoming election. The school has yet to see the success of its healthy lifestyles strategies fully realised as far as the sixth form, particularly with regard to healthy eating. However, reflecting its recent successful application for Healthy School status, the younger students strongly demonstrate that they understand how to lead healthy lives. Students have good opportunities to take part in enterprise events and artistic performances, including 'Fullbrook's got talent' and the 'Battle of the bands'. Such events develop students' confidence and they show themselves willing to work together and support each other well both in these situations and in lessons. Progress is underpinned by good work in mathematics and literacy and increasingly by the school's investment in ICT. As a result, students develop useful skills that will support them when they are older.

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Attendance is above average. One student proudly described the school as 'focusing on community, our own and outside'. The many types of council which exist under the 'student voice' banner provide students with a range of opportunities to contribute to their own and the wider community.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>1</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 1        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

**How effective is the provision?**

The continually developing curriculum provides good opportunities for students. The additional pathways which the school has developed offer an increasing number of vocational courses and the school benefits from its partnership with other schools and colleges. Opportunities for accelerated courses such as those in science and humanities give students well-planned opportunities to achieve well. The school has a wealth of information on individual students which it uses effectively to raise aspirations. Although some older students feel that they did not necessarily make the right choices for their Key Stage 4 courses, they value the information that has been provided about sixth form options and younger students now also feel that their choices at Year 9 are better informed. The school has a number of extra-curricular and enrichment programmes

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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which are well attended and the school's specialism is used to good effect when students in Key Stage 3 join together for mathematics and computing project days.

The creativity evident in curriculum development is reflected in much imaginative teaching. Teachers have secure subject knowledge and present lessons clearly, often making good use of well-prepared resources, including ICT. The support from teaching assistants promotes the progress of students with learning needs, and good use is made of assessment information to target work which is well matched to students' needs. In the best lessons, teachers plan a range of challenging activities for students and support them in making good and sometimes outstanding progress. For example, in science students responded positively to a session which involved them in thinking not only of the scientific but also the ethical implications of the Chernobyl nuclear disaster.

The staff know students well and in some cases have supported and encouraged them with very good effect in difficult circumstances. Students say that they are listened to and feel confident in approaching staff with their problems, knowing that they will be dealt with sympathetically and as far as possible in confidence. The school has well-thought-out plans to provide smaller tutor groups from September 2010 in order to provide even more personalised support and guidance for students.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

## How effective are leadership and management?

The progress made since the last inspection reflects the school's clear and shared ambition to succeed. The school's very strong commitment to equality of opportunity and its drive to keep moving forward are evident in the way in which it has raised attainment and improved progress across the school in a relatively short period of time. The extended leadership and management team has a very good understanding of the strengths and weaknesses of the school. It has taken swift yet strategically focused action which has had rapid and obvious impact. Although a very few expressed some concern at the pace of change, the staff as a whole are committed to fulfilling their role well. A shared focus on the needs of the students and an 'ownership' of the school are evident and very effective at many different levels.

The school plays a significant role in its local community and further afield, including through its links with two schools in Kenya. It works hard to involve parents and carers and to engage partners in order to benefit the students. Recent initiatives have included the engagement of a community worker who has made it easier for some parents to

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forge a stronger link with the school. Arrangements for safeguarding are realistic, proportionate and extremely robust. Staff at all levels are vigilant in promoting and protecting students' safety and training for staff and governors, in particular in child protection, is of high quality.

The school is rightly moving towards a new system of financial management in order to capitalise further upon its resources and ensure that the best possible value is obtained. Governors have a very clear understanding of the school's strengths and areas for development. They are rightly proud of the school and share the Principal's determination for its continuing development. The school is now well placed to become more innovative and fulfil its roles, both within the community and as a specialist school, with imagination and flair.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>1</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

**Sixth form**

Outcomes for students in the sixth form have improved markedly since the last inspection and are now good. There is less variation between subjects and progress in English is now much better than in previous years. Learning and progress in lessons are good and sometimes outstanding. Teaching, which previously lacked challenge, now provides more opportunities for students to work independently so that independent learning is now strong, as is the use of assessment to support learning. The sixth form offers a good curriculum, especially within the range of academic subjects, and students are given high quality support and guidance.

All these improvements are indicative of strong leadership and management. However,



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planning, monitoring and evaluation of the sixth form have tended to run alongside, or be part of, that of the whole school. Following a period of rapid improvement, the school acknowledges that the next steps in the development of the sixth form must now be planned for very carefully as it re-establishes itself as a valid and popular choice for the post-16 community.

*These are the grades for the sixth form*

|  |          |
|--|----------|
| <b>Overall effectiveness of the sixth form</b> | <b>2</b> |
| Taking into account:                           |          |
| Outcomes for students in the sixth form        | 2        |
| The quality of provision in the sixth form     | 2        |
| Leadership and management of the sixth form    | 2        |

## Views of parents and carers

The large majority of the comments made in the questionnaires reflect the high level of satisfaction felt by parents and carers, and their appreciation of the support the school offers both them and their children. Parents and carers of students who joined the school for this academic year are particularly appreciative of the efforts the school has made to support their transition. A small number of parents were concerned about the effect that staff absence or changes may be having upon their children. Inspectors feel that this is a valid concern although were satisfied that the school is now doing all it can to address this issue positively. Some others expressed concern about the introduction of the VLE in order to promote a different approach to homework and to maintain a dialogue with them. Again, inspectors acknowledge that this has placed demands upon both students and families but feel that the school is addressing with care this move, which is consistent with the school's specialism for mathematics and computing.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fullbrook School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 370 completed questionnaires by the end of the on-site inspection. In total, there are 1,543 registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 99             | 27 | 245   | 66 | 20       | 5  | 3                 | 1 |
| The school keeps my child safe  | 107            | 29 | 256   | 69 | 4        | 1  | 1                 | 0 |
| The school informs me about my child's progress   | 109            | 29 | 227   | 61 | 26       | 7  | 4                 | 1 |
| My child is making enough progress at this school   | 89             | 24 | 232   | 63 | 37       | 10 | 6                 | 2 |
| The teaching is good at this school   | 65             | 18 | 262   | 71 | 27       | 7  | 6                 | 2 |
| The school helps me to support my child's learning  | 57             | 15 | 251   | 68 | 50       | 14 | 4                 | 1 |
| The school helps my child to have a healthy lifestyle   | 63             | 17 | 241   | 65 | 56       | 15 | 2                 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 86             | 23 | 228   | 62 | 29       | 8  | 0                 | 0 |
| The school meets my child's particular needs  | 75             | 20 | 258   | 70 | 22       | 6  | 7                 | 2 |
| The school deals effectively with unacceptable behaviour  | 64             | 17 | 233   | 63 | 35       | 9  | 11                | 3 |
| The school takes account of my suggestions and concerns   | 54             | 15 | 213   | 58 | 53       | 14 | 5                 | 1 |
| The school is led and managed effectively   | 93             | 25 | 237   | 64 | 24       | 6  | 2                 | 1 |
| Overall, I am happy with my child's experience at this school   | 109            | 29 | 227   | 61 | 23       | 6  | 3                 | 1 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

|                      | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
| Type of school       | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 51  | 45   | 0            | 4          |
| Primary schools      | 6   | 41   | 42           | 10         |
| Secondary schools    | 8   | 34   | 44           | 14         |
| Sixth forms          | 10  | 37   | 50           | 3          |
| Special schools      | 32  | 38   | 25           | 5          |
| Pupil referral units | 12  | 43   | 31           | 14         |
| All schools          | 9   | 40   | 40           | 10         |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 April 2010

Dear Students

Inspection of Fullbrook School, Addlestone, KT15 3HW

Thank you very much for welcoming us to your school. We really enjoyed our visit, particularly the chance to meet and talk to so many of you. I am writing this letter to tell you what we found.

We agree with you that the recent changes have helped the school to improve, and we have judged that it provides you with a good education. Many of you told us that teaching is good and lessons are more interesting than they were. We saw that this has made a difference to your behaviour, which is good, and to your learning. You do very well in external examinations and many of you work very hard indeed to achieve as well as you do. Some thoughtful changes have been made to the curriculum and the staff work hard to help you to feel safe and to support you. We understand that the plan to change the tutor groups may be unsettling but we are aware of the reasons for this and we are glad that you and your parents and carers have been consulted. The school's specialisms in mathematics and computing are used well. However, we think that more could be done to support you in making imaginative use of ICT so that it makes a significant contribution to your learning and progress in all subjects. We also think that more detailed feedback would help you to improve your work even more.

The sixth form has improved rapidly and this is reflected in the good results many students achieved last year. We were pleased to see that more students are choosing it for their post-16 education and that attendance has greatly improved. Careful planning will be important to make sure that the sixth form continues to grow and develop. We have asked your school to improve things in four areas:

- Make full use of the school's specialism in computing to increase your use of ICT in all aspects of your learning.
- Ensure that you consistently receive high quality feedback on your work, particularly as the use of the VLE increases.
- Ensure that feedback to teachers covers all aspects of learning in order to identify, focus on and monitor areas for their development as well as yours.
- Make use of careful and focused planning of the next steps for the sixth form.

You can help by continuing to try your best. I wish you well for the future.

Yours sincerely

Anne Duffy

Her Majesty's Inspector

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