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28 March 2017

Mrs Kathryn Moore  
Principal  
Fullbrook School  
Selsdon Road  
New Haw  
Addlestone  
Surrey  
KT15 3HW

Dear Mrs Moore

### **Short inspection of Fullbrook School**

Following my visit to the school on 1 March 2017 with Taj Bhambra, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in April 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You provide leadership that is passionate and committed but unassuming. Your enthusiasm and determination are shared by your capable leadership team and your increasingly competent middle leaders.

You have worked relentlessly to continue to raise pupils' outcomes and improve the quality of teaching and learning. You have worked well with your senior leaders, middle leaders and school staff to ensure high levels of engagement and accountability.

Expectations are high. Pupils behave well and value the support which they receive from staff. The pupils I spoke to told me that staff were always available for them. Staff are overwhelmingly positive about the school and say that they enjoy their work. A typical response from the staff questionnaire states you have 'a clear vision and passion to drive this school to be the best it can be'.

At the last inspection, the school was asked to raise the standard of pupils' language work, particularly the accuracy and presentation of their writing. Leaders were also asked to raise expectations and challenge for younger pupils. Since then, leaders have established a 'teaching and learning' group which has worked successfully on developing pupils' literacy, language and listening skills. Books confirm that pupils take a pride in their work. Good presentation was actively

encouraged in the lessons visited, for example in a Year 8 religious education lesson where pupils carefully highlighted their work to evidence neatly different viewpoints on Christianity. Teachers have high expectations of younger pupils and teaching in key stage 3 has improved.

Pupils in the main school and sixth-form students are now making faster progress than their peers with the same starting points nationally. Attainment across all subjects is secure and the proportion attaining the highest grades remains above national averages. Your close checks on learning confirm that disadvantaged pupils, middle-attaining pupils and boys are now doing much better than previously. This is because teachers use school performance information well to identify pupils who need extra help and swiftly provide the additional support they need. However, you are aware that further work is needed to diminish the differences in progress made by different groups of pupils.

Governors are fully aware of the school's strengths and weaknesses. They have a very good understanding of how pupil premium funding is spent and vigorously challenge the school on the progress of disadvantaged pupils. Similarly, the academy trust has been actively involved in the school's development. Its members offer effective support, including quality advice and bespoke training. Governors, senior and middle leaders value this professional development very much.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. All records are detailed and of a high quality. Staff members receive regular training about how to keep children safe from abuse, sexual exploitation, radicalisation and extremism. Before appointing staff, leaders carry out all required employment checks. These are then recorded meticulously on the single central register.

A dedicated team of staff works with determination and sensitivity alongside pupils, parents and external agencies to support vulnerable pupils, especially those educated off-site. Most parents say that their children feel safe in school. Pupils state that staff are approachable and that they know an adult they can turn to if they have any worries. Pupils appreciate the concern that staff members have for their welfare and well-being.

There is a strong culture of vigilance and support for pupils' health, welfare and well-being. Staff are knowledgeable about procedures and practices because they receive regular training and updates. The school's off-site activities are carefully monitored and assessed for risk and leaders keep pupils' safety under close scrutiny. Governors have undertaken all the necessary safeguarding training.

### **Inspection findings**

- During this inspection, inspectors focused on the following lines of enquiry: how successfully leaders are tackling areas for improvement from the previous

inspection; the quality and consistency of teaching and learning; safeguarding and whether child protection procedures are effective; and the capacity of leaders to improve teaching and raise outcomes.

- Current pupils are making consistently good progress. Underperforming groups are now doing much better because teaching has improved and pupils' needs are quickly identified and supported well. Sixth-form performance information shows similar improvements. This is because staff are more confident about courses and clearer about examination requirements. The school is continuing to work with disadvantaged pupils and other groups to diminish differences in performance.
- Teaching is consistently strong across all years, including in key stage 3. Pupils' writing demonstrates the improved focus which teachers place on literacy and presentation. Teachers demonstrate high expectations of their pupils and have a good knowledge of their strengths and weaknesses. Teaching takes account of different pupils' needs. That said, there is still some inconsistency in the quality of teaching across subjects and some staff do not follow the school's policy in providing feedback to pupils.
- Leaders, especially the recently appointed principal, have an ambitious vision for the school. This is shared by staff and pupils but less so by parents; they expressed some minor concerns about communication between them and the school. There is a very good focus on improving teaching and learning with the development of a teaching and learning group. The group is successful in raising the quality of teaching and learning across the school. School development is very well supported by the academy trust and the increasingly knowledgeable and competent governors.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the steps taken to improve the outcomes for disadvantaged pupils and other groups are embedded and monitored effectively
- the quality of teaching continues to improve so that pupils' performance in all subjects over time is consistently strong
- the school's policy on providing feedback to pupils is implemented across the school.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Paul Metcalf  
**Ofsted Inspector**

## **Information about the inspection**

Inspectors met with you and the vice principals at the start of the day to consider the school's self-evaluation, discuss improvement since the last inspection and agree the key lines of enquiry for this inspection. During the day, further meetings were held with you, senior and middle leaders and other staff. I met with representatives of the academy trust and also with members of the governing body.

Inspectors undertook observations of teaching and learning in over 20 part-lessons, accompanied by you or other members of the senior leadership team. We reviewed pupils' work from different key stages. Inspectors also held meetings with pupils as well as speaking informally to them during lessons and around the school.

We looked at the school's website and a range of school documentation, including self-evaluation, improvement plans, safeguarding records and the single central record. We also looked at the school's attendance, behaviour and exclusions information. Inspectors took account of responses to questionnaires completed by 101 members of staff and 96 parents, including accompanying written comments.