

Fullbrook School

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

Unique reference number (URN): 137003

Inspection report: 14 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Across the curriculum, pupils achieve well. They gain the knowledge and skills they need to succeed and move on to their chosen next steps. Where teaching is consistently highly effective, pupils develop a depth of understanding that is reflected in the quality of their work. Pupils attain well in national examinations at the end of key stage 4, particularly in mathematics. While outcomes for disadvantaged pupils are typically close to the national average, these pupils do not make as much progress as their peers. Leaders know this and have plans in place to address this. Pupils with special educational needs and/or disabilities achieve well from their individual starting points.

At key stage 3, pupils can confidently recall their prior learning. They have a secure understanding of technical vocabulary and apply this accurately in their written work. Those who have not yet secured foundational knowledge in reading, writing, and mathematics benefit from effective interventions. This ensures that gaps in pupils' knowledge are closing quickly.

Attendance and behaviour

Expected standard 

Leaders are determined to ensure that pupils attend well. Overall attendance has been consistently close to the national average and is steadily improving. Leaders have developed a clear strategy to improve the overall attendance of the most vulnerable pupils. This includes closely monitoring trends in absence for disadvantaged pupils. Leaders work closely with families and a range of external agencies to remove individual barriers to attendance. While this is having a positive impact on improving attendance and reducing persistent absence of disadvantaged pupils, some pupils do not attend as well as they could.

Leaders have prioritised establishing a calm learning environment centred around mutual respect. Expectations for behaviour are well understood by pupils and applied consistently by staff. Pupils are polite and well mannered. Bullying and the use of derogatory language are rare. Pupils are confident that any discriminatory language will be dealt with promptly by staff. Routines are embedded. Pupils move swiftly to their lessons and are keen to learn. They display positive attitudes to their learning. Where pupils may need additional help to regulate their behaviour, staff make appropriate adaptations. Suspensions have historically been higher than the national average. While these have reduced sharply, reducing them further remains a priority for leaders.

Curriculum and teaching

Expected standard 

Leaders are secure in their understanding of the strengths and further areas for development in the quality of teaching and curriculum. The school's curriculum is ambitious and well planned to support pupils to build on what they have learned previously.

Typically, the curriculum is taught well. There are some examples of highly effective practice across subjects and key stages, particularly in mathematics. Teachers are knowledgeable

about the subjects they teach. The 'Fullbrook Learning Cycle' includes frequent opportunities to revisit prior learning. Teachers present new concepts clearly. They use the school's agreed approaches to help pupils apply what they have learned. Staff generally adapt activities well to make sure that pupils with special educational needs and/or disabilities, and those with other barriers to learning, can be successful. While some minor variability remains, leaders use coaching and expertise from the trust to improve the consistency of teaching across the curriculum.

Pupils who have gaps in reading, writing and mathematics are identified quickly. Leaders provide appropriate and timely interventions. These are regularly monitored and reviewed. They help pupils to develop greater fluency in reading, handwriting, language development and numeracy.

Inclusion

Expected standard 

Leaders have high expectations of what pupils can achieve. They are equally ambitious for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Ongoing training ensures that staff share these aspirations. Leaders have established effective systems which identify individual barriers to pupils' learning. This is further enhanced by a comprehensive transition programme when pupils join in Year 7. Leaders ensure that teachers receive the information they need to make necessary adaptations to the curriculum for pupils with SEND. Typically, teachers do this well.

Leaders have strengthened relationships with parents and carers. They work proactively with the virtual school and wider external agencies where pupils require specialist support. The pupil premium strategy is implemented and monitored effectively. Pupil premium funding is used carefully to provide one-to-one academic support for disadvantaged pupils. This is helping to close gaps in knowledge in English and mathematics. Pupils who speak English as an additional language are well supported when they join in Year 7. However, support for these pupils is less precise as they progress through the school.

Alternative provision is used appropriately and in the best interests of pupils.

Leadership and governance

Expected standard 

Leaders know the school well and are driven to act in the best interests of pupils. Their work to develop an inclusive culture based on mutual respect permeates all aspects of the school. Leaders have strengthened their approach to the identification of barriers to pupils' learning. This ensures that those who need additional support get the help they need to be successful. Leaders have rightly prioritised creating a calm learning environment. This has led to improvements in attendance and a reduction in suspensions. Effective support from the trust has led to greater consistency in the delivery of specific areas of the curriculum.

Those responsible for governance fulfil their statutory responsibilities effectively. They prioritise the wellbeing of senior leaders and staff while providing robust challenge. Governors share leaders' high expectations. They take effective action to ensure that funding is used appropriately to enable disadvantaged pupils and those with special educational needs and/or disabilities to thrive.

Staff, including those at the early stage of their career, benefit from a well-structured, evidence-informed programme of professional learning. This enables staff to develop their expertise and drive improvements in the school. Staff feel valued and trusted in their roles. They are proud to be members of the Fullbrook community.

Leaders have established positive relationships with parents and carers. Parents recognise the beneficial changes that have been made. They speak highly of the support provided for the most vulnerable pupils and their families.

Personal development and wellbeing

Expected standard 

Leaders have developed an appropriate programme that supports pupils' wider development. They have carefully considered the essential knowledge, skills and experiences pupils need to be well prepared for life beyond the school. Leaders have appropriate plans to strengthen this provision further. This includes increasing curriculum time so pupils have more opportunities to revisit important topics.

Pupils learn how to keep themselves safe online. They understand the risks associated with sharing personal information. Pupils develop mature attitudes to consent and relationships. Older pupils understand what it means to be in a healthy, respectful relationship. Leaders make appropriate adaptations to the curriculum to address local risks. For example, visiting speakers help pupils learn about knife crime and the importance of challenging misogyny. Through the school's philosophy and critical thinking programme, pupils debate topical issues and develop their understanding of democracy. They learn about different cultures and faiths. Pupils have respectful attitudes to difference and are well prepared for life in modern Britain.

Leaders ensure that pupils have access to a range of opportunities to develop their talents and interests. These include performing arts opportunities and a range of sporting clubs. All pupils, including those who are disadvantaged and those with special educational needs and/or disabilities can take part. Pupils learn to be independent and resilient through participation in the Duke of Edinburgh's Award scheme. Leaders use the pupil premium funding to ensure that finance is not a barrier to participation.

The careers programme gives pupils extensive information about how to achieve their ambitions. Pupils receive impartial guidance through one-to-one interviews. They engage with local employers through well-planned work experience. Leaders make appropriate adaptations for the most vulnerable pupils. This includes arranging virtual work experience.

Post 16 provision

Expected standard 

The post-16 provision is a supportive and ambitious environment. There is a strong sense of community where students' individual needs and barriers are well known by staff. Leaders have an accurate understanding of the quality of the sixth-form curriculum. There is a broad academic offer which meets the needs of most students. Leaders are developing the curriculum further to offer a broad range of vocational subjects suited to students' aspirations.

Subject specialists deliver high quality and engaging lessons. Through skilled questioning, students are challenged to understand increasingly complex ideas. Teachers use their knowledge of starting points to make appropriate adaptations to the curriculum for students with special educational needs and/or disabilities. Consequently, students develop deep knowledge and skills over time. Outcomes at post-16 are broadly in line with national averages. High prior attaining students make impressive progress in national examinations at the end of key stage 5.

Students benefit from high-quality careers provision. Leaders have established effective partnerships with local higher education institutions and employers that prepare students well for their next steps. Wider opportunities allow students to develop independence and responsibility through charitable work and as mentors to younger pupils.

What it's like to be a pupil at this school

Warm relationships between pupils and staff are a prominent feature of this welcoming school. Leaders have prioritised developing a culture of mutual respect. Pupils want to 'work hard and be kind'. They are proud to belong to this caring community.

The extensive range of wider opportunities help pupils to develop their talents and interests. These include clubs such as chess, drama, dance, choir, languages, gardening and sports. The model United Nations society helps pupils to develop their understanding of democracy and fundamental British values. Pupils take pride in leadership roles such as student principals and acting as reading buddies to younger pupils. The eco committee helps pupils learn the importance of looking after the environment. Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) have equal opportunities to participate.

Pupils benefit from expert staff who explain complex subject matter clearly. Teachers know their pupils well. Typically, they take appropriate action to remove barriers to learning for disadvantaged pupils and those with SEND. Pupils enjoy their learning and rise to meet the high expectations their teachers have of them. As a result, pupils achieve well across the curriculum and in national examinations. Those who need extra help benefit from nurturing staff in the hive and the compass provisions.

Pupils are well supported to share any worries they have. They trust their teachers to take action if they have a problem. This makes pupils feel safe in school. Expectations for behaviour and conduct are understood by all. Classrooms are calm. This productive environment helps pupils to focus during lessons. Pupils are polite and work well together. They display positive attitudes to their education and during social times. Pupils have no concerns about bullying. They rarely experience unkind words or discriminatory language. They are confident that any incidents will be dealt with swiftly.

Next steps

- Leaders should ensure that highly effective teaching strategies are fully embedded across subjects so that all pupils can achieve well.
 - Leaders should continue their work to support further improvement in attendance for the most vulnerable pupils.
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About this inspection

The school is part of Learning Partners Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jack Mayhew, and overseen by a board of trustees, chaired by Andrew Isherwood.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, senior leaders, and a range of teaching and non-teaching staff. The lead inspector met with the CEO, the vice-chair of trustees and members of the local governing board. Inspectors spoke with pupils in lessons, at social times and in more formal meetings.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school makes use of 8 alternative provisions, 7 of which are unregistered.

Principal: Anna Wallis

Lead inspector:

Stephen Cattell, His Majesty's Inspector

Team inspectors:

Mary Davies, Ofsted Inspector

Cathy Reid, Ofsted Inspector

Rachel Cave, Ofsted Inspector

Amy Newman Newman, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

School and pupil context

Total pupils

1,367

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,588

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

14.10%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.49%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

22.46%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	58.5%	45.4%	Above
2023/24 (final)	65.8%	45.9%	Above
2022/23 (final)	62.2%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	52.6	46.0	Above
2023/24 (final)	52.2	45.9	Above
2022/23 (final)	53.3	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.12	-0.03	Close to average
2022/23 (final)	0.08	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	18.8%	25.8%	Close to average
2023/24 (final)	41.2%	25.8%	Above
2022/23 (final)	28.6%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	34.1	34.9	Close to average
2023/24 (final)	37.1	34.6	Close to average
2022/23 (final)	37.2	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.23	-0.57	Below
2022/23 (final)	-0.53	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	18.8%	53.1%	-34.4 pp
2023/24 (final)	41.2%	53.1%	-12.0 pp
2022/23 (final)	28.6%	52.4%	-23.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	34.1	50.4	-16.3
2023/24 (final)	37.1	50.0	-12.9
2022/23 (final)	37.2	50.3	-13.1

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.23	0.16	-1.39
2022/23 (final)	-0.53	0.17	-0.70

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	96%	91%	Above
2022 leavers (revised)	96%	93%	Average
2021 leavers (revised)	98%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	31.30	34.99	Below
2023/24 (final)	28.96	34.38	Below
2022/23 (final)	30.55	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.1	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.4%	8.1%	Close to average
2023/24 (3 term)	7.9%	8.9%	Close to average
2022/23 (3 term)	7.5%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	19.2%	21.9%	Close to average
2023/24 (3 term)	20.5%	25.6%	Below
2022/23 (3 term)	18.8%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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