

# Fulbrook

Your School for Life



## Proposal to remain a 9 - 16 extended secondary school beyond 2024 (with a review by August 2029)

### Consultation Report January 2023

**Registered Office: Weathercock Lane, Woburn Sands, MK17 8NP**

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## 1. Executive Summary

Do you agree with the proposal for Fulbrook to remain a 9-16 extended secondary school, with a review of the school organisation in the Fulbrook Pyramid to have happened by August 2029?

[More Details](#)

 Insights



**Do you agree with the proposal for Fulbrook to remain a 9-16 extended secondary school, with a review of the school organisation in the Fulbrook Pyramid to have happened by August 2029?**

Answer	Fulbrook Students	Adults/Community	Combined
Yes	53%	75%	58%
No	26%	18%	24%
Don't Know	21%	7%	18%

**447 responses:** 58% Yes; 24% No; 18% Don't know

75% of community responses and 53% student only responses said **yes**

18% of community responses and 26% student only responses said **no**.

7% of community responses and 21% student only responses said **don't know**.

*N.B. Students currently attending the school made up the largest group of respondents (347 in total). Dedicated time in school was given for students to respond to the consultation question. Equally, time will be taken to respond to and address any concerns raised by students, as well as take on board their suggestions.*

## 2. Dates

### Consultation Timetable

Event	Timescale
Consultation Process	Monday 28 <sup>th</sup> November 2022 – Monday 2 <sup>nd</sup> January 2023
Consultation Drop-ins	<p>Wednesday 7<sup>th</sup> December: School Hall 17:00-19:00</p> <p>Saturday 10<sup>th</sup> December 2022: Woburn Sands Community Market 10:00-14:00</p> <p>Parents, carers, the wider community and any interested parties are welcome at either/both drop-in events</p>
Analysis of responses and preparation of Consultation Report	3 <sup>rd</sup> – 6 <sup>th</sup> January 2023
Governors consider responses to consultation and determine proposal to be an extended secondary longer term	w/c 9 <sup>th</sup> January 2023
If the Governors decide to proceed, the decision and the reasons for it will be communicated within one week to those listed opposite; the decision and Consultation Report will be posted on the school's website.	<p>by 20<sup>th</sup> January 2023</p> <ul style="list-style-type: none"> <li>• The Local Authority</li> <li>• The parent/carer of every registered Fulbrook student</li> <li>• Anyone else we deem appropriate</li> </ul>
Governors to submit a full business case to the Regional Director	by 20 <sup>th</sup> January 2023
Publication of statutory proposal	Before the end of January 2023
Representation period	February 2023 – March 2023
Advisory Board to consider business case and proposal	February 2023
Implementation	The Governors will inform the Secretary of State for Education of the decision.
Final implementation of proposals	1 <sup>st</sup> September 2024

### 3. Number of Responses

Do you agree with the proposal for Fulbrook to remain a 9-16 extended secondary school, with a review of the school organisation in the Fulbrook pyramid to have happened by August 2029?			
Answer	Fulbrook Students	Public	Total
Yes	179	80	259
No	90	19	109
Don't Know	72	7	79
<b>Total</b>	<b>341</b>	<b>106</b>	<b>447</b>

### 4. Method of Analysis

**Quantitative data** has been analysed by the answer given to the overall question 'Do you agree with the proposal for Fulbrook to remain a 9-16 extended secondary school, with a review of the school organisation in the Fulbrook pyramid to have happened by August 2029?'

Further analysis of the details of respondents has been carried out to ensure representation of all stakeholder groups, covering Local Authority area, age, ethnicity, gender, disability and stakeholder group.

**Qualitative data** covers the comments made when asked to 'Please give your reasons for your answer, if you wish.'

The comments have been read and common themes for positive, negative and suggestions for alternative proposals have been identified.

A range of respondent quotes have been included in this report, to illustrate the common themes, messages of support and the main concerns.

## 5. Results

### Pupil Responses

<b>Pupils' Views - Positive</b>
Older pupils will nurture younger students.
We will not have to travel so far to upper/secondary school.
We can stay with our friends locally.
Pupils will know the school and teachers well.
We need a local school for local children.
It is becoming difficult to get places at upper schools.
It's easy to walk to.
Fulbrook is a good school.
It will be good for the community and provide spaces for those in Year 5 and 6.
<b>Pupils' Views - Negative</b>
Older pupils will not want younger pupils around and vice versa.
The school doesn't have the right facilities.
There will be too much traffic.
The school would be too crowded.
<b>Suggestions</b>
Separate toilet and break areas. Also consider staggered finish times.
Larger outdoor space than current restricted space - possibly separated for younger and older students.
When the lower schools can extend, Fulbrook should no longer have Year 5 and 6 pupils.

### Pupil Quotes:

*"This school helps students deal with stress/anxiety. The students of Fulbrook are very kind, so are the staff. Let us teach others to be the same."*

*"Students should have as little interruption to their education as possible and if they have to move school for Year 5 and 6 before coming to Fulbrook that would be incredibly disruptive for their education."*

*"My old school (Aspley Guise Village School) was planning on becoming a primary school but had issues and is now still a lower school. In between Year 4 and 7, the children from this school, and others, will have nowhere to go. If they go to another school they may stay there and not come here."*

“It gives children a chance to get familiar with the same teachers and learn more. It also gives new students the ability to go all the way from year 5-11.”

*“Fulbrook helps to maintain your health, learning, rights, happiness and mental health. This is a school with thoughtful students and adults so this idea for keeping the school's year five and six, is heart-warming.”*

“This is a great school and it makes sense to have the younger years.”

*“I agree because I am only in year six but it would save the search for good high schools and you get to stay with your friends.”*

“I think the school has done a lot to make the school better and they should keep it for as long as possible and they deserve to keep the school they intend to make.”

*“I said yes because I think they are prepared. However, the school playground is quite small for the amount of students, they haven't started adding classrooms and they might need a bit more teachers.”*

“I do not agree. Having 16 year olds in a school with 9 year olds may end in a mess. 16 year olds can set a bad example to 9 year olds.”

*“The reason that I have selected no is because I think that the school site is not large enough to hold that many children and as a child who joined in year 5 it was quite scary seeing kids in year 8 as they were such older people, they will not like it if there are 16 year olds who are triple the size of them.”*

“I don't think Fulbrook should stay an extended secondary as I don't think there will be enough space and if I was a parent, I'm not sure I would want my 9-year-old at a school with 16-year-olds. I think that having the younger years might take away the education from the older years doing their GCSEs and that's not what you want to happen.”

## Adult/Community Responses

<b>Views - Positive</b>
I think this is an important development and enables the school to support local families who need places for their Year 5 and 6 children.
Fulbrook is a good school.
This allows local children to be educated locally.
It is important that the children of the local lower schools can move into Year 5 at Fulbrook from September 2024, as there are no plans for them to convert to full primary schools by then.
This is the best option.
The proposal will allow siblings to attend the same school/schools in close proximity to each other.
This would lessen the worry for parents and staff at the local lower schools as they would know there is a place for their child(ren) for Years 5 and 6.
Children will be able to access Fulbrook from their lower school without having to move schools and disrupt their education.
Clarity and continuity for families in the local community.
This proposal secures the future viability of all schools in the Fulbrook Pyramid.
<b>Views - Negative</b>
This is extra pressure on the school that is not needed.
There will be increased traffic and difficulties getting to school, as a result of more students.
Older students will not want to be in a school with younger children and vice versa.
The school will be too big – negative impact on pastoral care.
Difficulties getting the right staff for an extended secondary school.
<b>Suggestions</b>
“Whilst I agree, this would only be if the KS2 cohort was an entirely separate unit with its own head/staff.”
Take into consideration the age difference between Year 5 and Year 11 students – stagger breaks and end of the school day
Safeguarding needs to be considered, with 9 year olds mixing with 16 year olds

### Quotes:

*“This will provide an opportunity for pupils to gain quality first teaching from subject specialists in Y5 & Y6. It will also mean that pupils become part of the Fulbrook Family at a younger age and will remain with us for their secondary years.”*

“My daughter is a student of Woburn Lower School. As this school has no capacity to accommodate year 5-6 students, I would prefer her to attend Fulbrook from year 5 onwards, instead of changing school in two years’ time again at such a delicate age.”

*“There is nothing more important than the provision of all through education within our community. If this is the way to ensure that surrounding villages can fulfil their education then it is the right thing to do.”*

“The Fulbrook pyramid is very unique and does not fit into a standard model. The extended school allows local pupils to receive a high level of education in local schools, particularly small village schools that have so much to offer them. The smooth transition between schools is key to the children achieving the wonderful results that comes from the schools working in partnership.”

*“It is crucial that children at Husborne Crawley, Ridgmont and Woburn know they have a clear, local educational pathway.”*

“My son currently schools at Ridgmont so has been to Fulbrook taking sports activities, this means there is some familiarity for him. I also think that it is important that when moving up through the school year old friendships are reacquainted and this happens when children follow a pattern of a certain lower school on to a certain middle school etc. many children from Ridgmont lower have moved on to Fulbrook and I would hope to see this continue.”

*“We live in the area and Fulbrook is our closest school with two children currently in years 4 and 1. This will be helpful to us ! And we’ve been fortunate enough to have a tour of the school and it seems to be doing a great job.”*

“To reassure parents and children of RLS that we can continue to provide education up to year 4, and continuity will be provided at Fulbrook 9-16 extended secondary school. Endless rumours have been detrimental to our school community and affected number of pupils on roll. Clarity and continuity are desperately needed.”

*“Retaining the status quo is eminently sensible assuming the processes are in place to address some concerns regarding year 5 and year 11 children mixing, such as segregated break and lunchtime, processes to ensure older children show leadership, and so on.”*

“I would prefer my youngest son (currently yr 3) to be able to stay at his lower school and for that to extend to years 5&6. I just don’t think Fulbrook school can cope with more cars that comes from more pupils.”

*“I don’t think that older students in year 10/11 will want to be in a school with 9 year old kids. It will seem a rather babyish environment to them.”*

“Too much pressure for staffing and the initial plans did not incorporate the extra pupils, staff, footfall. School already has difficulty recruiting the quality of staff required. The school should continue to focus on what it initially put the plans in for.”

*“The requirements of schooling for a 9 year old and a 16 year old are very different. I feel that keeping the school like this will dilute the experience of the older pupils who should be maturing and moving towards college/6th form study. The school is not large enough to accommodate pupils with such different maturities/needs.”*

“I do have great concerns regarding this proposal for the current pupils. Even though this is an exciting time and building works are in progress and there is a great future ahead, it has taken years for this whole process and all the hard work which has gone into getting this far. I fear even though the deadline at the moment is no later than 2029, we all know this will be extended or delayed.”

*“We are massive supporters of Fulbrook and this won't affect us directly so I appreciate we may feel differently if it our youngest child attended a Lower School that is not expanding. However, even with all the suggestions you are putting in place for the year 5 and 6 students, I feel that it is too broad of an age range to have children who are 9 alongside children who are 16. I think there would be a question of things they may be exposed to with the older children in the school too, even if it's just down to language and the behaviour they may witness.”*

#### **Local Authority Responses:**

**Central Bedfordshire Council:** ‘Central Bedfordshire Council fully supports Fulbrook remaining an extended secondary school. To ensure pupil sufficiency in the area, Central Bedfordshire Council has requested Fulbrook remain as an extended secondary. CBC will follow their admissions process to support the change.’

**Milton Keynes Council:** ‘We have no objection to this proposal but would wish to confirm that the council will continue to notify parents of Year 6 children attending Fulbrook that are resident in Milton Keynes, of the application process for them to apply for a Year 7 place at a Milton Keynes secondary school.’

#### **6. Responses to the Concerns Raised via the Consultation**

We offer the following assurances in response to the concerns, which have been raised via this consultation, about Fulbrook being an extended secondary beyond 2024.

### **Age Range Concerns (i.e. 9-year-olds on the same site as 16-year-olds)**

Having been a middle school for many years, the school and its staff are very accustomed to dealing with primary and secondary students on the same site. We have learnt from and shall continue to seek advice from established and successful 'all through' and extended secondary settings.

Knowledge of individual pupils and families (and their needs), from an early stage and over an extended period of time, is one of the real strengths of the Fulbrook Pyramid and an all-through approach to schooling.

Our older students have always and will continue to have opportunities to lead activities with our younger pupils. This helps to develop a sense of school community and improves relationships between the youngest and oldest cohorts.

The teaching of our primary-aged pupils will take place predominantly in Block B of the school. This will give our younger students a sense of their own 'safe space' and discrete part of the school, away from the older students. Block B will comprise of four primary classrooms (for the two Year 5 and two Year 6 forms), a practical classroom, for the teaching of science and technology, and a library to be accessed solely by our primary-aged pupils. The younger children's involvement in the wider life of the school, for example when they move to certain specialist facilities (for example: food technology and music) and are part of whole school events, will help to make them feel included, valued and an integral part of the school. Likewise, older students will have their own areas of the school. The new two-storey teaching block will be for their use only. They will have their own library and learning resource centre, as well as secondary specific social spaces.

We shall make use of the separate entrances/exits which will be included in the redesign of the school site, to have defined primary and secondary areas of the school. We shall identify and designate specific social areas for each key stage. We recognise that there might be a need to stagger breaks and lunches and this will be made possible by the delivery of a distinct primary curriculum for Years 5 and 6, which will have its own school day structure and timings.

### **Facilities for an Extended Secondary and Space for Additional Students**

The previously approved expansion plans are currently designed to accommodate 600 students. The first phase of works at Fulbrook is complete and the building of the new Sports Hall has commenced. To reflect the proposed increased capacity of our school and in order to continue accommodating up to 120 Upper Key Stage 2 pupils (Years 5 and 6) beyond 2024, CBC is investing in additional and improved facilities for Fulbrook.

In addition to the new Sports Hall, the school will have a new two-storey teaching block to give the teaching spaces needed for the extra KS3 and KS4 students we shall have. The new block will comprise of four science labs (with space for a fifth if this is later needed), seven general classrooms, a new toilet block, additional rooms for the science department (including a prep room) and work spaces for teaching staff.

The footprint of the newly designed teaching block, moving from a single- to a two-storey building, is smaller and therefore takes up less space on the school field. The new hard-standing areas, the extensive field space and our all-weather 3G pitch provides the school with adequate outside space for breaks and lunchtime. We shall, however, also look to stagger the times when specific areas will be used by primary and secondary students.

The current main building has already had some significant refurbishment, to create a music suite. There will be further changes made to the original building, including the creation of a library and learning resource centre for our secondary students, as well as a drama studio and theatre.

Block B will be for our primary-aged children only, but will also include some designated areas for the support of students with special educational needs. One of the school buildings is being repurposed and refurbished to create a new Pastoral and Learning Support (PALS) unit, to replace the current modular building, which houses this support and which will be removed to make way for the building of the new two-storey teaching block.

### **Traffic and Congestion**

Having already changed the start and end times of our school day, so that is staggered with those of Swallowfield Primary School (our nearest and largest feeder school), we have seen a positive impact on the traffic situation directly outside the school and in the surrounding roads, at the beginning and end of the school day.

Planning for the reconfiguration of the front of the premises has already been secured and will provide an in/out school bus 'drop off' area, as well as additional staff/visitor parking facilities and cycle/scooter parking for students. Slight amendments to these plans, to cater for the additional pupil and staff places longer term, has been submitted along with the redesign of the new teaching block.

The school has a travel plan, which has identified park and stride/scoot locations, to limit the number of students being dropped off or picked up close to the school and, therefore, the number of cars using Weathercock Lane – either for parking or to pick up/collect students. Recognising that not all families will be in a position to use the park and stride locations, there will be an additional turning/drop off zone at the front of school, bringing cars onto the site for safe delivery and collection of students and decreasing congestion.

The drop zone for school buses will also improve the traffic and congestion issues currently faced and is most definitely needed for the additional students joining and staying at the school in the coming years.

## **Pastoral Care**

There are already highly productive links between all Fulbrook Pyramid schools, ensuring the best possible provision and high expectations for all pupils, including those with special educational needs and/or disabilities (SEND); these will be built upon through regular meetings to discuss pedagogy and practice as well as the learning and progress of individual and groups of pupils as they make the transition from lower/primary school through to the extended secondary provision at Fulbrook.

We shall continue to work closely with the Fulbrook family of schools (the Fulbrook Pyramid) to ensure that our curricula are aligned; to ensure that our primary-aged pupils and those in Years 5 and 6 at Swallowfield Primary School have as similar an educational experience as possible; and to ensure that transition between Key Stage 2 and Key Stage 3 (when students move into Year 7 at Fulbrook) is as smooth as possible.

We have a highly experienced pastoral and safeguarding team. We have recently recruited additional staff to join this team and there is a plan for further growth, as well as specific training for relevant staff, as the school expands.

## **Staffing**

The staff teaching and working with our current Year 5 cohort are experienced with this age group and have been specifically recruited or retained to be our Key Stage 2 team. Future recruitment will focus not only on the secondary requirements to deliver the full KS3 and KS4 curricula, but also on ensuring we have the right staff to work with the 120 primary-aged pupils we shall have in the fullness of time. The teaching of our Year 5 and 6 cohorts, however, will follow the primary model of teaching, whereby pupils will be taught predominantly by one class teacher.

There will be no change to the way in which we currently teach Key Stage 3 (Years 7 to 9), or our plans for Key Stage 4 (Years 10 and 11). The curricula for these students are taught with a subject specialist approach, by secondary trained and experienced staff. Our most recent recruitment for the teaching of our secondary-aged students has been highly successful. Specialist teachers, including subject leaders, are keen to work at a school which is designing a new curriculum for KS4 and is getting brand new facilities. Another attraction, as cited by new, existing and prospective staff, is the size of the school – even at full capacity of 720 students. This means that the school will continue to be small enough for every young person to be known.

## **7. Conclusion**

The largest group of respondents to the consultation was made up of Fulbrook students and a significant number of them have raised concerns about being an extended secondary school for a longer period of time. We were surprised by this, but acknowledge their concerns and shall work with students, informing them, as well as working with them on, the ways in which we can address their concerns and find solutions.

We conclude our proposal is the best viable option, for the school and the pyramid of schools in our local community, at the present time and in light of the local situation. 58% of all respondents think that Fulbrook should remain an extended secondary school beyond 2024, with a further 18% who don't know if it should, rather than being opposed to the idea.

If Fulbrook does not remain an extended secondary school for longer than was originally anticipated and approved, there is currently no alternative planned nor feasible option for the pupils of our local lower schools to have a Year 5 and 6 places beyond 2024. It is important, however, that the local situation is monitored and a review is conducted by August 2029.

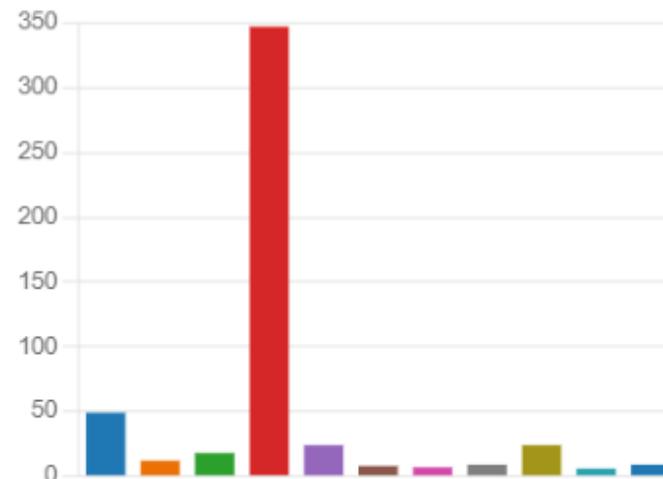
## Appendix A

Please tell us who you are. We intend to analyse responses, according to stakeholder group, and are required to complete an Equality Impact Assessment.

Please mark all boxes that apply in the list below:

[More Details](#)

- Parent/carer of a student(s) curr... 49
- Member of the Governing Body ... 12
- Member of staff who works at t... 18
- Student currently attending the ... 347
- Parent/carer of a child in lower s... 24
- Pupil in a local lower or primary ... 8
- Governor or Head Teacher at a ... 7
- Member of staff at neighbourin... 9
- Member of the local community 24
- Representative of the Local Aut... 6
- Other; please specify 9



## Gender

[More Details](#)

 Insights

 Male	195
 Female	224
 Non binary/third gender	9
 Prefer to self-describe	5
 Prefer not to say	14

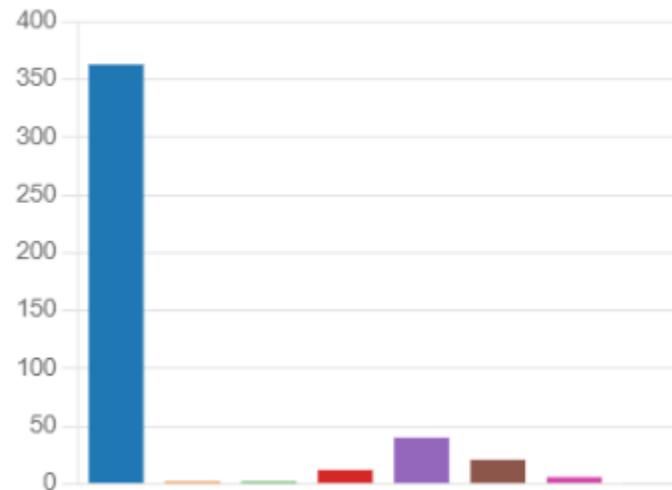


## Age

[More Details](#)

 Insights

 Under 16 years	363
 16-19 years	2
 20-29 years	2
 30-39 years	12
 40-49 years	40
 50-59 years	21
 60-69 years	6
 70+ years	1



## Do you consider yourself to be disabled?

[More Details](#)

Yes	34
No	413



## To which of these ethnic groups do you belong?

[More Details](#)

 Insights

Asian or Asian British	16
Chinese	4
White British	354
Black or Black British	18
Mixed	29
Other ethnic group	26

