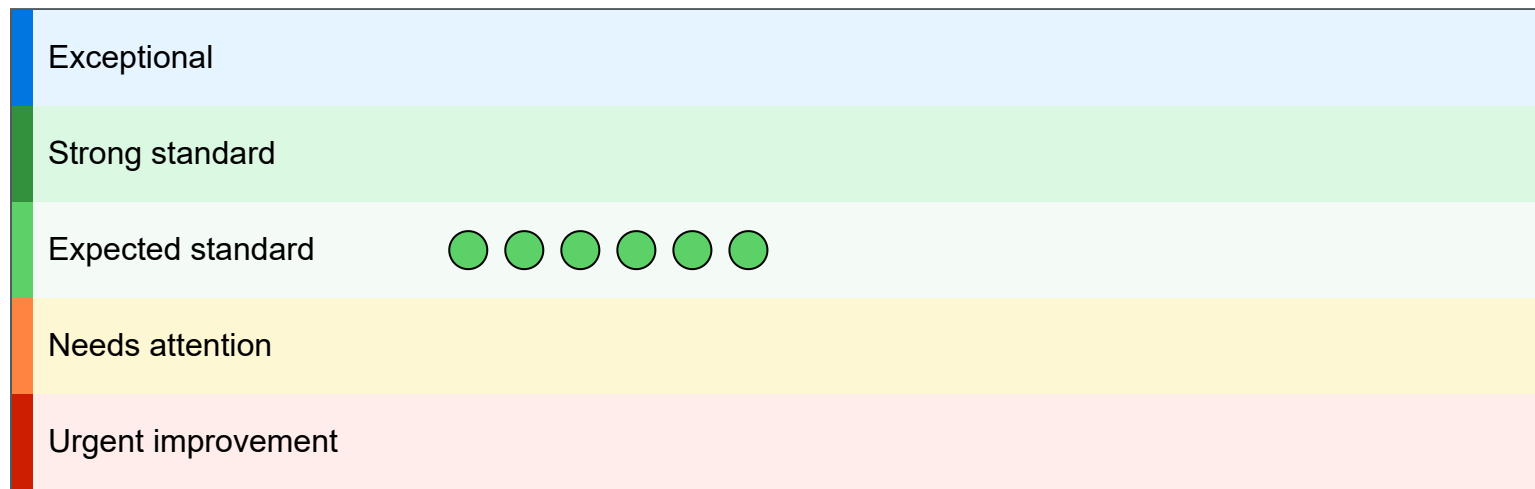


Fulbrook School

Address: Weathercock Lane, MK17 8NP

Unique reference number (URN): 137904

Inspection report: 20 January 2026



✔ **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 

Generally, pupils, including those with special educational needs and/or disabilities, learn well. This is reflected in the school's published key stage 4 outcomes, which are in line with the national average. Historically, the school's key stage 2 outcomes have been below the national average. However, the gaps in pupils' key mathematical knowledge, when they arrive in Year 5, are effectively addressed as they progress through the school. Pupils who join the school in Year 5, including disadvantaged pupils, achieve very well at GCSE.

Throughout the school, pupils produce high-quality work. They articulate their learning well and use key language and vocabulary proficiently. Many pupils are avid readers. Those who need extra help, swiftly catch up. Pupils are well prepared for their next steps. All pupils in the school's first GCSE cohort have successfully progressed to further education, employment or training.

Attendance and behaviour

Expected standard 

Leaders have worked very well to overhaul the recent decline in pupils' attendance. Consequently, more pupils now attend school regularly and on time. The current attendance of pupils is in line with national averages. Leaders analyse attendance information. They spot and intervene quickly where patterns of absence emerge. Leaders actively engage with pupils and their families to help overcome any barriers. In most cases, this has successfully led to a marked improvement in disadvantaged pupils' attendance. Leaders work effectively with the local authority and secure support for the most vulnerable pupils where required.

Pupils are well behaved, polite and respectful. They rise to the school's high behaviour expectations, which reflect its value of 'being kind'. Staff give extra help to pupils, including those with special educational needs and/or disabilities, who need support to meet these expectations. Classrooms are generally calm and orderly. Learning typically continues without disruption. When staff need to step in, they do so in a consistent and sensitive way. During social times, the school is a happy and safe place. Pupils of all ages mix, play and get along well. Unkindness, discrimination and bullying are rare. When pupils do not meet leaders' expectations, staff deal with it quickly.

Curriculum and teaching

Expected standard 

Leaders ensure that pupils access a broad and balanced learning experience. The curriculum is ambitious and sets out precisely the key knowledge pupils should learn progressively. This helps pupils build their learning on what they already know. Leaders check carefully what pupils know when they join the school. They use this information to make sure that the curriculum is thoughtfully adjusted to support pupils as they progress in their education. As a result, pupils who join in Year 7 swiftly become immersed in the curriculum.

The curriculum is also designed to address promptly key gaps in reading, writing and mathematics, including when pupils arrive in Year 5. Pupils who need support with reading are effectively supported to catch up.

Leaders have an accurate understanding of teaching and know well what is needed to improve further. They provide staff with an ambitious programme of professional development to ensure that teachers have expertise in the subject they teach. However, sometimes, teachers do not use the information they have about pupils to make appropriate adaptations and help them secure their learning. Occasionally, adaptations for pupils with special educational needs and/or disabilities are not consistently effective. Consequently, some pupils do not learn as well as they could.

Inclusion

Expected standard 

The school has recently updated its approaches to support vulnerable pupils. These changes mean that pupils' individual needs are identified swiftly and appropriately. Leaders work well with external agencies, including the virtual school. They use this support to set up and monitor challenging targets for disadvantaged pupils, pupils known to social care and pupils with special educational needs and/or disabilities (SEND).

Leaders provide teachers with appropriate resources, training and support to help ensure that pupils with SEND access the curriculum successfully. Staff from the school's specialist teams work very well with teachers. They provide teaching staff with up-to-date, detailed information about each pupil. This includes key information about pupils' specific barriers to learning.

Leaders give careful thought to how any use of alternative provision will benefit pupils. Working with pupils and their families, leaders identify clear milestones and targets when commissioning this support. This helps pupils see how the provisions support their return to school and encourages them to re-engage with learning. Leaders routinely check and track the progress of pupils who attend off-site provision. However, for a small number of pupils who access full time alternative provision, the school's systems to check and maintain an accurate holistic oversight of their progress are not precise enough.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths. They know well where further focus is needed to improve. There are well-considered plans in place to achieve these improvements. Since the last inspection, the school has joined the trust. This has given the school support and helped it improve more quickly. Trustees are determined that pupils will enjoy the best learning experiences. They use their experience and expertise well to support leaders. Trustees hold leaders to account for the impact of their actions. They work effectively with trust leaders to ensure they meet all their statutory duties.

In the recent past, leaders have successfully transformed the culture of the school. They have secured an inclusive, respectful environment, where all are welcomed and supported to learn. Pupils' academic achievement is given equal priority with their personal development. Success for all, irrespective of any barriers or special educational need and/or

disability, is central to every decision leaders make.

Staff are proud to work at the school. They feel valued and involved in the key decisions that are made to improve the school. Staff appreciate that trustees and leaders consider their wellbeing when making key decisions.

Staff place high value on the well-considered professional development programme that continually enhances their work. They respect the changes leaders have introduced and support them. Staff recognise that their workload can increase at times, but they are clear that leaders do everything they can to help them keep a healthy work–life balance.

Personal development and wellbeing

Expected standard 

The personal development programme is well crafted. It helps pupils understand their place in modern Britain. The programme is suitably tailored to ensure that it is suitable for pupils at each stage. Where necessary, it is adjusted to ensure that pupils with special educational needs and/or disabilities (SEND) access the curriculum. Pupils learn about the fundamental British values, such as democracy and tolerance. They strengthen their understanding of these values by taking on responsibilities, which include esteemed roles on the school council. Pupils value and respect their leadership roles, such as peer mentors or prefects.

Pupils develop a secure understanding of cultures and religions different to their own. They understand that some characteristics that make everyone different are protected by law. Pupils learn how to stay safe online and offline. Their understanding of positive relationships helps pupils foster strong and enduring friendships. However, some pupils' understanding of these key topics lacks the necessary depth. Some pupils miss out on opportunities to develop a rich understanding of the tapestry of difference that makes everyone unique in a shared community.

Leaders have recently redeveloped the careers programme to ensure that pupils access detailed information about a wide range of future opportunities. For example, pupils now have opportunities to enrich this classroom-based learning with work-based experiences. This supports them to make informed choices about their futures. Older pupils, including those with SEND, feel well prepared as they move on to their next steps.

Pupils take advantage of a multitude of extra-curriculum opportunities. These include a mixture of sport, performing arts and academic experiences. Trips and visitors complement and enrich the curriculum. Leaders monitor the experiences of pupils, including disadvantaged pupils. This helps secure an equity of experience for all. Leaders continually review and adapt the offer to enhance pupils' experiences of school and all that it has to offer.

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

Pupils enjoy coming to school. They value that their teachers know them as individuals. Pupils respect that the leaders know their name, their interests and successes. The school has retained its community feel while it has grown to accommodate pupils up to Year 11. Pupils prosper in this safe, respectful place. They know that they are cared for and there are adults who will help them if they need it. Consequently, pupils attend school regularly.

Pupils behave well. They respect each other and each other's right to learn. Lessons are rarely disrupted. If staff need to step in, they do so with consistency and fairness. Pupils understand that it is okay to be different. Bullying is rare. This is not just because there are swift and serious consequences for this type of behaviour. It is also because pupils themselves do not tolerate any unkind behaviour. Pupils' acceptance of individual differences is just one example of how well they are prepared for life in modern Britain.

Pupils enjoy learning and rise to the school's high expectations for their achievement. Some pupils join in Year 5 with gaps in their reading and mathematical knowledge. This is reflected in their lower-than-average published outcomes at key stage 2. These gaps close effectively over time. By the time pupils leave Year 11, they achieve GCSE results in line with national averages and are well prepared for their next steps. Pupils with special educational needs and/or disabilities are confident that their teachers understand the challenges they face. They grow academically and personally because they are supported well .

Pupils enjoy a broad range of wider experiences. For instance, many participate in the wide range of sporting activity. Others take up new hobbies, such as drama or crochet. Disadvantaged pupils benefit from leaders' determination to ensure that they access fully these opportunities to enjoy life-defining experiences.

Next steps

- Leaders should continue to refine their systems to maintain an accurate understanding of pupils' holistic progress when they attend full time alternative provision.
 - Leaders should ensure that teachers have the expertise and knowledge to use the information they have about pupils' needs and learning to adapt their teaching effectively so that pupils learn securely across the curriculum.
 - Leaders should continue to develop the personal development programme to ensure that pupils develop a deep and rich understanding of key issues that prepare them for life and work in modern Britain
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About this inspection

This school is part of Kingsbridge Educational 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), Dr Peter Barnes, and overseen by a board of trustees, chaired by Professor Megan Crawford.

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.

Inspection Activities:

Inspectors spoke with the headteacher and other members of the school's leadership team. Inspectors also held discussions with the special needs coordinator, the chair of the board of trustees and other trust board members, the CEO of the trust and other trust leaders.

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 inspectors confirmed the following information about the school:

The school joined the Kingsbridge Educational Trust in September 2024.

The school makes use of 4 alternative provisions, including 3 that are unregistered.

Samantha Clancy: Headteacher

Lead inspector:

Dave Gibson, His Majesty's Inspector

Team inspectors:

Damian Loneragan, His Majesty's Inspector

Aoife Galletly, Ofsted Inspector

Cathy Barr, 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.

School and pupil context

Total pupils

554

Well below 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

700

Well below 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: 1,152

Pupils eligible for free school meals (FSM)

16.79%

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

3.97%

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

8.66%

Below average

What does this mean?

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

National average: 13.4%

Location deprivation

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

Key stage 2

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	61%	Below
2024/25	40%	62%	Below
2023/24	46%	61%	Below
2022/23	59%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25	66%	75%	Below
2023/24	69%	74%	Close to average
2022/23	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25	60%	72%	Below
2023/24	75%	72%	Close to average
2022/23	74%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	73%	Below
2024/25	49%	74%	Below
2023/24	50%	73%	Below
2022/23	71%	73%	Close to average

Key stage 4

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	37.0%	45.2%	Close to average
2023/24		45.9%	
2022/23		45.3%	

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	42.7	45.9	Close to average
2023/24		45.9	
2022/23		46.3	

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.

Key stage 2

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	21%	46%	Below
2024/25	10%	47%	Below
2023/24	0%	46%	Below
2022/23	45%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	62%	Below
2024/25	40%	63%	Below
2023/24	29%	62%	Below
2022/23	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	59%	Below
2024/25	30%	59%	Below
2023/24	29%	58%	Below
2022/23	55%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	25%	60%	Below
2024/25	10%	61%	Below
2023/24	0%	59%	Below
2022/23	55%	59%	Close to average

Key stage 4

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	21.4%	25.6%	Close to average
2023/24		25.8%	
2022/23		25.2%	

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	28.3	34.9	Below
2023/24		34.6	
2022/23		35.0	

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	21%	68%	-46 pp
2024/25	10%	69%	-59 pp
2023/24	0%	67%	-67 pp
2022/23	45%	66%	-21 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	80%	-33 pp
2024/25	40%	81%	-41 pp
2023/24	29%	80%	-51 pp
2022/23	64%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	78%	-38 pp
2024/25	30%	78%	-48 pp
2023/24	29%	78%	-49 pp
2022/23	55%	77%	-23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	25%	80%	-55 pp
2024/25	10%	81%	-71 pp
2023/24	0%	79%	-79 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	55%	79%	-25 pp

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	21.4%	52.8%	-31.4 pp
2023/24		53.1%	
2022/23		52.4%	

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	28.3	50.3	-22.0
2023/24		50.0	
2022/23		50.3	

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 terms)	8.6%	8.1%	Close to average
2023/24	8.8%	8.9%	Close to average
2022/23	7.6%	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 terms)	26.0%	21.9%	Above
2023/24	25.7%	25.6%	Close to average
2022/23	23.0%	26.5%	Close to average

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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