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Mr J Wilson  
Headteacher  
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Dear Mr Wilson

**Ofsted 2013 14 survey inspection programme: schools' use of alternative provision**

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 16 July 2013 to look at the school's use of alternative provision. During the visit I met with you and your deputy headteacher, some middle leaders and looked at documents relating to alternative provision. I also visited Norfolk Training Services where I met with three students, and the Kadesh Education Centre, two of the providers that your students attend.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

This letter briefly summarises our discussion at the end of the visit.

**Strengths of this aspect of the school's work**

- Alternative provision is matched well to the individual needs of students. Placements are chosen that provide them with practical, vocational qualifications suitable for the work-place. Students understand the pathways they can follow to achieve further awards in motor vehicle maintenance, construction and land engineering.
- Alternative provision is used sparingly because the school's curriculum meets the needs of most students. Only a few students are taught off-site, mostly for one day only enabling them to continue to follow a broad curriculum in school.

- To ensure that students' needs are met and their progress is monitored, the school and providers share information before and during their placements. School leaders provide a copy of students' statements of special educational need and summary data about their progress. In return, providers complete a written report every half-term on the welfare and progress of each student, including their attendance.
- Students on one-day placements continue to study GCSE qualifications in school. However, none of the small number of students who attended alternative provision last year achieved essential qualifications in English and in mathematics.
- A few students with acute needs are taught off-site for five days a week, either at the local pupil referral unit or at the Kadesh Education centre, where they pursue a range of basic skills and awards and receive the care and support they need to remain in full time education. The school does not have a system for regularly keeping in touch with these students or for monitoring closely how well they are doing.

**Areas for improvement, which we discussed, include:**

- ensuring that all students on alternative provision gain good qualifications in GCSE English and in mathematics
- allocating responsibility for alternative provision to a single member of staff to strengthen the monitoring of students' progress and well-being and to provide senior leaders and governors with a clear picture of the effectiveness of arrangements made to educate students off site.

Yours sincerely

**John Mitcheson**  
**Her Majesty's Inspector**