

# Inspection of a good school: Stradbroke High School

Wilby Road, Stradbroke, Eye, Suffolk IP21 5JN

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Inspection dates:

21 and 22 November 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Karen Millar. This school is part of Sapienta Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonathan Taylor, and overseen by a board of trustees, chaired by Peter Rout.

## What is it like to attend this school?

Pupils at Stradbroke High School feel they are part of a large family. They feel exceptionally safe. They value highly the opportunity to attend the school. Pupils are extremely confident and complimentary when they talk about what school life is like. One pupil commented, 'I like everything, really.' This was a sentiment shared by many others.

The expectations of the pupils at Stradbroke are high. Pupils know what is expected of them and they respond well. Pupils work hard in lessons, and this effort pays off. Their academic achievements are substantial. Pupils also have opportunities to develop character. In lessons, they are enthusiastic, kind and friendly. This is mirrored in their behaviour around the school. Unkindness happens very rarely.

Pupils are excited about the opportunities available to them. There are a wide variety of clubs and activities available, and many pupils take advantage of them. Pupils value the chance to visit World War I battlefields and the Houses of Parliament. Pupils also play a very important role in engaging with the local community through school leadership roles.

## What does the school do well and what does it need to do better?

The quality of education enables pupils to achieve the very highest academic standards. This is because of creative, well-planned and connected subject curriculums. There is an exceptional level of ambition. Teachers know exactly what they need to teach and how to

teach it effectively. They assess pupils' knowledge very well. This means that teachers identify any mistakes or misconceptions and provide timely support so that pupils do not fall behind. Pupils with special educational needs and/or disabilities achieve exceptionally well because of bespoke support. Where pupils struggle with reading, the school's support programme enables them to improve quickly.

Pupils' behaviour is a credit to the school's high expectations. Staff ensure that pupils sustain concentration and focus on their learning. Social times feel very calm. Pupils from different year groups chat freely with one another. This very orderly environment is reflected in low levels of unacceptable behaviour. When occasionally pupil behaviour does not meet the expectations of the school, staff address it quickly and effectively. Pupils are confident that bullying is an issue they do not worry about. It is very rare to hear any unkind language.

Pupils attend school regularly. There are very clear systems in place to support pupils whose attendance is lower than the school's expectation.

The school provides ample opportunities for pupils to experience life beyond the school, and to contribute to their community. Pupils from the Voice of Stradbroke High are passionate about their role in school. Pupils engage with the local parish council, coordinate carnivals and charity events, support transition work, litter pick, and work with the local primary school to support transition to high school. There are extremely high numbers of disadvantaged pupils who participate in activities, and in student leadership positions such as form captain or sports captain. Pupils benefit from a highly reflective and detailed programme of personal, social, health and economic education, including careers information. Outside the curriculum, pupils participate in a vast range of co-curricular activities from creative writing club to trampolining.

All leaders have a very clear vision for Stradbroke High. This clarity ensures that the school has made significant improvement since its last inspection. Pupils are performing exceptionally well academically, giving them the best life chances. Staff are universally positive about their role. They feel proud to work in the school. They are provided with highly effective opportunities to develop their practice further. Parents are supportive. One commented, 'Stradbroke High School is an incredible school.' This is a view echoed by many others.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within

one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2018.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	137901
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10288509
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	353
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Rout
<b>Headteacher</b>	Karen Millar
<b>Website</b>	<a href="http://www.stradbrokehigh.co.uk">www.stradbrokehigh.co.uk</a>
<b>Date of previous inspection</b>	25 January 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Sapienta Education Trust.
- The school uses one unregistered alternative provider.
- There has been a change in headteacher since the previous inspection.
- 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.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with representatives of the trust, including trustees, the chair of the trust board and the chief executive officer.

- Inspectors carried out deep dives in these subjects: English, mathematics, science and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team met with pupils from different year groups to talk about their learning and experiences at school. The inspection team also considered the 105 responses to the pupil questionnaire.
- Inspectors reviewed a range of documents provided by the school. These included the school improvement plan, curriculum documentation and school policies.
- Inspectors considered 100 responses to Ofsted's online questionnaire for parents and carers, Ofsted Parent View. This included 69 comments from parents in the free-text facility. Inspectors also considered the 42 responses to the staff questionnaire.

### **Inspection team**

Jonathan Rockey, lead inspector

His Majesty's Inspector

Sue Smith

Ofsted Inspector

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