

# Long Stratton High School

**Address:** Manor Road, Long Stratton, Norwich, Norfolk, NR15 2XR

**Unique reference number (URN):** 144018

## Inspection report: 10 February 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.

## **Strong standard** ●

### **Achievement**

**Strong standard** ●

The impact of the highly effective curriculum is that pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, achieve very well. Leaders ensure that staff spot and close any gaps in pupils important foundational knowledge, such as in reading, writing and mathematics.

Pupils build detailed knowledge across the curriculum, setting them up for success. Whether completing work, using their learned vocabulary to write extensively in English or designing, creating and building out of timber in product design, pupils produce high-quality work. Pupils build their expertise and develop detailed knowledge and understanding as they move up into each year group.

By the time pupils reach Year 11, their achievement in national tests and assessments is typically above the national averages, with disadvantaged pupils closing the gap with their peers. Pupils leave with a range of qualifications that set them up really well for the future. As a result, pupils move to a range of appropriate further education, employment or training.

### **Curriculum and teaching**

**Strong standard** ●

The curriculum is highly ambitious and well constructed. Across all subjects, the most important knowledge is arranged in a logical order. Leaders continually review and refine the curriculum based on what they know about how well pupils learn.

Teachers are experts at what they do. They thrive on learning about the best ways to support pupils in the classroom. Highly effective professional learning enables teachers to continually refine and improve their teaching. The school's use of coaching, for example, enables teachers to share ideas and build on their own understanding of what works in the classroom. This means that teachers use effective models to explain difficult concepts. Learning activities engage pupils' attention and support pupils to build their understanding. Effective and consistent checks on learning mean teachers quickly spot if pupils have gaps in their knowledge or need further help and practice. Teachers expertly use what they know about pupils' special education needs and/or disabilities to put in place effective adaptations to support pupils' learning.

Alongside the curriculum is an effective intervention programme. Targeted interventions support pupils who have gaps in important foundational knowledge, such as reading. This help quickly supports pupils to catch up with their peers so they can access the ambitious curriculum.

### **Leadership and governance**

**Strong standard** ●

Since the previous inspection report, leaders have built on and improved the school further. Leaders, at all levels, have an incredibly accurate understanding of what is working well in their school and where further work may be needed. This is because leaders use a range of detailed information to quality assure the school's systems and processes. Leaders live by

the school's values of 'ambition, integrity, kindness and respect'. They have very high expectations of pupils, staff and themselves. Deliberate decisions to improve the school, for the benefit of pupils, are carefully thought out, planned and implemented for sustainable change. The changes work because leaders equip their staff with highly effective professional learning and development. Staff, overwhelmingly, value their development and the support they receive from leaders to improve their practice. Improvements to the curriculum, attendance and behaviour of pupils, for instance, can be attributed to leaders actions and staff coming together as a team to make positive differences to pupils. Leaders know where areas are not yet strong and work is already underway to rapidly improve these areas.

Leaders work closely with parents and other stakeholders as they make effective changes to the school. Leaders regularly poll parents for their views and this information feeds effectively into school development. Trustees are highly skilled. They have an in-depth understanding of the school's work. They regularly and effectively check what leaders tell them to assure themselves leaders are making appropriate decisions in the best interests of pupils.

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## Expected standard

### Attendance and behaviour

Expected standard 

Staff promote the importance of high attendance to pupils and their parents. Most pupils attend school regularly, with overall attendance and persistent absence close to the national averages. Leaders' detailed analysis and close work with parents and carers has led to improvements in attendance for groups of pupils. This work is ongoing to ensure pupils attend every day.

Since the previous inspection, leaders reset and increased their expectations of how pupils should behave. An effective 'behaviour curriculum' is in place. Staff model the high standards of behaviour they expect. This teaches pupils the importance of positive behaviour, respect for each other and the importance of being a 'model citizen'. Suspensions continue to reduce as pupils live up to these expectations. Poor behaviour is rare. Any larger incidents, including bullying, are taken seriously by leaders and dealt with effectively.

Classrooms are typically quiet and focused with pupils engaged in their learning. Effective support is in place for pupils who might need help with their behaviour. Pupils value the rewards they get for behaving well. Leaders expertly track patterns in behaviour to learn what further help pupils might need. As a result of high-quality training and support, staff use the behaviour systems consistently well.

### Inclusion

Expected standard 

Leaders ensure all staff have high expectations of pupils, including pupils who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those who are known, or previously known, to social care. They prioritise reducing barriers for

pupils so that they can succeed both academically and personally. Leaders carefully track the impact of their additional funding to ensure it is making a difference to disadvantaged pupils.

Leaders, along with a well-qualified inclusion team, quickly and accurately identify pupils' needs. Staff work closely with pupils and their families to understand pupils barriers to success. This information is appropriately shared with staff so everyone is clear about the help and guidance a pupil might need. In addition, leaders ensure staff access high-quality training to help them with their roles. This means that staff know and use effective practices to ensure pupils achieve well and thrive.

The school works effectively with parents and external professionals to ensure effective support is in place for pupils. The 'pupil development team', for instance, offers high-quality pastoral support for pupils who need extra help with their behaviour or attendance. Pupils value this support. Their attendance continues to improve.

## **Personal development and wellbeing**

**Expected standard** 

The schools values of 'ambition, kindness, integrity and respect' thread through the personal development programme. Leaders ensure that pupils, as they move from Year 7 up to Year 11, build their knowledge about respectful behaviours, kindness and citizenship. Pupils know the importance of respecting differences and listening to others' opinions. Pupils effectively learn about different faiths, cultures and places different from their own. Pupils value opportunities to improve their school community through being part of the 'Student Parliament' or being an anti-bullying ambassador. They learn about bullying and how to speak out if something worries them. Pupils, including those who are disadvantaged, grow in confidence and resilience. They know how to solve conflict or where to get additional help if it is needed. This further contributes to the positive school community.

Well-planned form time, assemblies and the personal, social, health and economic programme all contribute positively to pupils' development. Pupils remember key information from important topics such as how to stay safe online, form positive friendships and maintain healthy relationships with others.

An effective careers programme is in place. The provision includes a range of appropriate activities, careers fairs and employer interactions designed to build pupils' knowledge about the opportunities open to them. Additionally, pupils receive valuable independent advice and guidance about their next steps. When leaving the school, many pupils go on to a range of appropriate destinations, including further education, employment or training.

A wide range of clubs, trips and experiences complement the schools personal development programme. Leaders work closely with pupils to ensure the clubs span a wide range themes. Pupils learn to 'cook their own lunch', prepare for the school production or enjoy quiet time playing games with their friends. The clubs are held in the school day to make them accessible to all. Pupils, including the most disadvantaged, benefit from these experiences.

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

The school is a warm, welcoming community where pupils are respected and well cared for. Pupils flourish academically. They access a high-quality curriculum with a range of interesting subjects. Highly effective teaching supports pupils to build their knowledge really well. Staff know pupils strengths and where pupils might need extra help. They effectively break down barriers for all pupils to achieve well. This is reflected in the school's outcomes in public examinations at the end of key stage 4. Lessons engage pupils' interests. Pupils take their learning seriously and relish the challenge of academic study. Classrooms buzz with learning and are rarely disrupted.

The school's values, constructed in partnership with pupils, thread through all aspects of school life. Pupils learn the importance of kindness and integrity. They value the leadership opportunities such as 'student parliament'. Pupils treat each other and adults kindly. Pupils are polite and courteous. Poor behaviour is rare. Pupils feel safe and trust staff to sort out any issues, such as bullying. The school puts in place effective help to reduce barriers for pupils. This includes support in class for pupils to achieve well or additional high-quality pastoral support if pupils find school life tricky. Pupils' attendance continues to improve as the school works closely with pupils and their families.

A well-planned personal, social, health and economic education (PSHE) curriculum effectively builds pupils' understanding of important topics such as citizenship, relationship education and knowledges. The PSHE programme is complemented by assemblies and tutor periods which reinforce pupils' learning and personal development. Leaders ensure all pupils, including any disadvantaged pupils, access a wide range of clubs, trips and other experiences. Clubs, for instance, are places where pupils make friends and develop new interests. These opportunities enable pupils to do something different, raise aspirations and take pupils beyond their day-to-day lives.

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## Next steps

- Leaders should further embed their approach to reducing barriers to attendance so that pupils, including those that are disadvantaged, have high attendance and/or show notable improvement in their attendance rates.
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## About this inspection

The school is part of Enrich Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Pete Jordan, and overseen by a board of trustees, chaired by Susan Ferguson.

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 chief executive officer, the director of education, the headteacher, senior leaders, the chair of the trust, trustees, staff and pupils during the inspection.

Inspectors reviewed the findings of the parent, staff and pupil Ofsted online surveys.

### Inspectors confirmed the following information about the school:

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 does not currently use alternative provision.

Headteacher: Alexander Lewis

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### Lead inspector:

Damian Loneragan, His Majesty's Inspector

### Team inspectors:


Susan Child, Ofsted Inspector

Matthew Van Lier, Ofsted Inspector

Jane Bennett, His Majesty's 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 10 February 2026

## School and pupil context

### Total pupils

**715**

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

**821**

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: 1,153

## Pupils eligible for free school meals (FSM)

**20.56%**

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

**2.52%**

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

**17.34%**

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

### Close to 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)	54.1%	45.4%	Close to average
2023/24 (final)	57.3%	45.9%	Above
2022/23 (final)	40.7%	45.3%	Close to average

## 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)	50.8	46.0	Above

Year	This school	National average	Compared with national average
2023/24 (final)	50.2	45.9	Close to average
2022/23 (final)	46.9	46.3	Close to average

## 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)	0.54	-0.03	Above
2022/23 (final)	0.26	-0.03	Above

## 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)	20.7%	25.8%	Close to average
2023/24 (final)	20.0%	25.8%	Close to average
2022/23 (final)	21.7%	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)	37.3	34.9	Close to average
2023/24 (final)	36.1	34.6	Close to average
2022/23 (final)	33.9	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)	-0.22	-0.57	Above
2022/23 (final)	-0.28	-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)	20.7%	53.1%	-32.4 pp
2023/24 (final)	20.0%	53.1%	-33.1 pp
2022/23 (final)	21.7%	52.4%	-30.7 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2024/25 (revised)</b>	37.3	50.4	-13.1
<b>2023/24 (final)</b>	36.1	50.0	-13.9
<b>2022/23 (final)</b>	33.9	50.3	-16.4

### **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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2023/24 (final)</b>	-0.22	0.16	-0.38
<b>2022/23 (final)</b>	-0.28	0.17	-0.44

### **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).

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023 leavers (provisional)</b>	93%	91%	Average
<b>2022 leavers (revised)</b>	95%	93%	Average
<b>2021 leavers (revised)</b>	95%	94%	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)	9.2%	8.1%	Close to average
2023/24 (3 term)	9.5%	8.9%	Close to average
2022/23 (3 term)	8.8%	9.0%	Close to average

## 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)	23.9%	21.9%	Close to average
2023/24 (3 term)	25.0%	25.6%	Close to average
2022/23 (3 term)	23.6%	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.

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