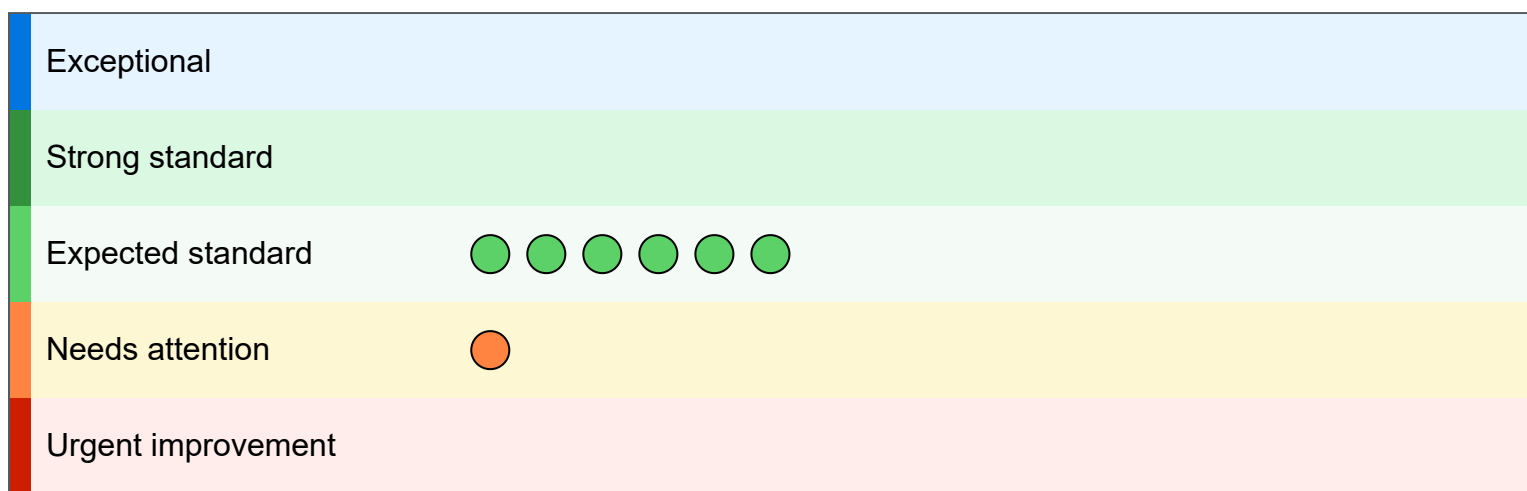


Bungay High School

Address: Queen's Road, Bungay, Suffolk, NR35 1RW

Unique reference number (URN): 136998

Inspection report: 3 March 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 

Pupils progress well through the planned curriculum. Pupils build their knowledge well and use subject-specific vocabulary with increasing accuracy across key stages. Many achieve well in their exams at the end of key stage 4

Pupils possess a secure knowledge of most subjects, spurred on by improvements in their reading, mathematics and writing. Strengths include modern languages and art, where pupils recall prior learning accurately and build new knowledge well. Leaders targeted work to improve humanities has strengthened pupils' writing and deepened their understanding. Leaders are quick to respond to any dips in pupils' performance to help them get back on track. Pupils are well prepared for their next steps.

Staff have focused on the key knowledge that pupils need to build on before they can progress. Leaders' actions have helped to focus staff on identifying these gaps so they can be addressed early. Disadvantaged pupils, boys and higher prior attainers are making better progress, compared to their peers nationally, because the support they receive is precise and effective.

Curriculum and teaching

Expected standard 

The curriculum is broad, ambitious and increasingly coherent. Leaders understand how to improve it further. They have strengthened literacy and vocabulary teaching so pupils can tackle more demanding content. This impacts on pupils' confidence in communicating. For example, in history, pupils use precise language to explain causes and consequences. Morning tutor reading develops fluency through modelled discussion.

Teaching is effective as leaders have provided suitable training and support. Teachers are knowledgeable and ensure pupils can connect and build on what they already know through effective modelling and regular use of assessments and recap. For example, in modern languages, well-rehearsed routines and regular retrieval support pupils' confidence with the target language. In art, modelling and well-chosen examples help pupils produce high-quality work. Across most subjects, teachers check pupils' understanding accurately. They use assessment information to guide next steps well.

The overall picture is positive. Most pupils benefit from effective teaching. On a few occasions, teaching does not provide the tailored practice pupils need to secure new learning or reveal misconceptions early. Leaders are addressing these variations through training, shared planning and external subject expertise. Assessment systems are increasingly used well to help staff spot and correct mistakes early.

Inclusion

Expected standard 

Leaders know vulnerable pupils well and act promptly to meet their needs. Pupils receive the right support at the right time. This helps pupils attend, settle and access appropriate support. The strong link between academic and pastoral teams ensures that pupils enter the

classroom with the academic support in place, and a positive mindset. For example, pupils with social, emotional and mental health needs benefit from targeted provision to help them manage their worries and control their emotions. Young carers receive support to complete their homework and organise their books and equipment, helping them to benefit from every minute they are in school.

Identification processes are secure. Staff understand the school's step-by-step approach and use clear systems to record needs and plan strategies. Teachers deploy adaptations well so pupils learn the same curriculum as their peers. For example, in languages, sentence structures support extended writing. In humanities, the extra support helps to pupils write with greater accuracy. Interventions and reading programmes strengthen pupils' access to the wider curriculum.

Support is well organised beyond the classroom. Leaders track participation in enrichment activities and sensitively support reluctant pupils and those who are disadvantaged to take part. Extra funding is allocated wisely. Leaders continue to provide training and subject support to refine practice to improve inclusion further. Pupils can see this and appreciate the opportunities the school provides, and the support they receive when they need it.

Leadership and governance

Expected standard 

Leaders understand the school's strengths and priorities well. Their decisions are made in pupils' best interests and to meet their needs. Quality assurance is comprehensive and combines checks on curriculum, teaching and pupils' progress. Leaders use this information to improve consistency and share effective practice.

The curriculum is continually refined, as seen in the improvements to pupils' reading, writing and knowledge of key subject vocabulary. Leaders at all levels work as a cohesive team to drive improvements, and draw on the wider expertise of the trust as well as external expertise when needed. Coaching supports staff development and early career teachers feel well guided. Staff workload and wellbeing is considered and leaders are responsive during busy periods.

The trust provides leaders with informed challenge and support. Trustees fulfil statutory duties well, including in safeguarding and finance. They scrutinise data, probe leaders on priorities and monitor safeguarding and risk. Local governors know the school well and offer focused challenge, particularly for pupils with special educational needs and/or disabilities and when scrutinising attendance.

Leaders use their clear and detailed understanding of the school to form their strategies for improvement. Their high expectations of pupils' behaviour has helped create a climate of calm and purposeful learning in classrooms. Equally, their approach to challenging poor behaviour is fair, proportionate and has made clear to staff and pupils what behaviour is acceptable and what is not. Leaders have a clear strategy to address and improve poor attendance, which is showing the early signs of success.

Personal development and wellbeing

Expected standard 

The personal development programme is coherent, age-appropriate and responsive to pupils' needs. A comprehensive personal, social, health and economic curriculum supports pupils' understanding of respectful relationships, online safety and mental health. Assemblies and tutor activities reinforce shared values and expectations and encourage thoughtful discussion. Pupils are, therefore, developing their knowledge of those who may be different from themselves. Leaders are realistic that cultural change takes time. This work is shaping increasingly respectful dialogue. Wider opportunities are a strength. Through the student council, eco-projects, peer mentoring and a 'global majority' group, pupils develop confidence, communication and leadership. Many engage with clubs, competitions and visits that build resilience, teamwork and aspiration.

Careers education is well established. Leaders carefully audit provision and invite external challenge from the careers and enterprise organisations. National benchmark performance is consistently strong. Pupils experience early and frequent encounters with apprenticeship providers, independent training organisations and local employers. Leaders are creative in meeting updated requirements, shaping visits, such as to a regional museum, to include purposeful dialogue with providers. Work experience has been reintroduced and expanded. The school increased the number of days from 3 to 5 days for Year 10, with very high take up. Pupils speak confidently about apprenticeships, technical routes and academic pathways and can link curriculum learning to future options.

Pastoral support is thoughtful. Staff understand pupils who face barriers, including young carers and those with social, emotional and mental health needs. They put in place effective strategies that help these pupils to attend and participate. Pupils know who to approach for help and trust adults to respond. Leaders are in the process of tracking pupils' enrichment participation more precisely, so those least likely to engage are encouraged and supported to benefit from the full offer.

Post 16 provision

Expected standard 

The post-16 provision supports students with a wide range of starting points to progress well. Teaching in small classes is tailored and students value the attention staff give to their progress. Outcomes vary by course. Vocational programmes remain a consistent strength. A-level outcomes reflect the range of prior attainment, with higher prior attaining students achieving more highly.

Careers guidance is comprehensive. Students meet providers and employers, experience the workplace and receive practical support with applications for apprenticeships, employment and university. Pastoral support is effective and safeguarding extends seamlessly into the post-16. Students contribute positively to the wider school through mentoring, reading support and leadership roles. Most students move successfully into appropriate education, employment or training.

Following consultation and decision-making, the school's post-16 provision is due to close after the current Year 13 complete their studies. Leaders and the trust are supporting affected pupils with their next-step choices.

Needs attention

Attendance and behaviour

Needs attention 

While there are many positive examples of improvements to pupils' attendance, overall attendance is too low and persistent absence remains too high. Leaders have reviewed systems and widened support for pupils. Approaches such as calm starts to the school day, therapeutic support and more detailed trend analysis helps leaders to provide bespoke support to individual pupils. These strategies are improving attendance, but this needs to be further accelerated.

Behaviour in lessons is calm and respectful. Pupils understand routines, and the majority of teachers apply them consistently. Where teaching is more effective, pupils focus well and participate confidently. Leaders provide the right support for pupils at risk of exclusion to help them improve their behaviour. Teachers' responses to low-level disruption, particularly at the early stages of dealing with poor behaviour, are sometimes inconsistent. In a small number of social spaces, pupils' behaviour is occasionally less settled. Leaders are refining structures so expectations, recording and follow up of incidents are applied consistently by all staff.

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

Pupils experience warm relationships with staff. They benefit from clear routines in most lessons. Classrooms are calm and purposeful. Leaders are working closely with those pupils, who sometimes find managing their emotions a challenge. Pupils engage positively with learning. Many take pride in their work, confidently explaining recent topics and how staff feedback helps them improve. Pupils understand the importance of attending regularly. However, there is more to do to make sure pupil absence reduces further.

There are a wealth of opportunities that support pupils' personal development. Pupils have an active voice in the school. Peer mentoring helps younger pupils settle and build their confidence. Clubs, competitions and visits broaden interests and develop teamwork. Pupils take on leadership roles through the student council, the eco-group and a 'global majority' group, which all strengthen their contribution to school life.

Pupils feel happy and safe in school. They understand how to report concerns and receive appropriate help from staff. Leaders respond to any bullying concerns promptly and follow up to check pupils' welfare. Pupils' conduct is generally sensible around the school. They enjoy social times and usually use shared areas responsibly.

Pupils with special educational needs and/or disabilities are supported to access the curriculum. In most lessons, teachers use helpful adaptations, such as scaffolds, guided tasks and structured reading, so pupils learn the same curriculum as their peers. This is not yet implemented with the same reliability in every lesson. Therefore, leaders are refining guidance and staff training to help secure this.

Next steps

- Leaders should continue with their training and support for staff to ensure pupils practise and secure their new learning.
 - Leaders should support staff to apply the school's behaviour policy consistently and effectively in lesson and social times to further reduce low-level disruption.
 - Leaders should continue their work to support pupils to attend regularly, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities.
-

About this inspection

Bungay High School is part of the East Anglian Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is led by the chief executive officer, Mr Angelo Goduti, and overseen by a board of trustees, chaired by Ms Stella Mackenzie.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following the 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 met with pupils, leaders, representatives of the local governing body and a wide range of teaching and support staff.

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.

Inspectors confirmed the following about the school:

The school has post-16 students only in Year 13. The post-16 provision will close after this cohort completes their studies.

The school makes use of alternative provision.

Headteacher: Chanel Oswick

Lead inspector:

James Chester, Ofsted Inspector

Team inspectors:

Robert James, Ofsted Inspector


Carol Dallas, Ofsted Inspector

Ross Marks, His Majesty's Inspector

Marc White, 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.

 This data is from 3 March 2026

School and pupil context**Total pupils**

996

Close to 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

1,200

Close to 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)

23.74%

Close to 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

3.21%

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

13.76%

Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

Above 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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (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)	35.8%	45.4%	Below
2023/24 (final)	40.1%	45.9%	Close to average
2022/23 (final)	40.0%	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)	41.7	46.0	Close to average
2023/24 (final)	46.0	45.9	Close to average
2022/23 (final)	45.1	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)	0.08	-0.03	Close to average
2022/23 (final)	-0.06	-0.03	Close to average

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)	20.5%	25.8%	Close to average
2023/24 (final)	22.9%	25.8%	Close to average
2022/23 (final)	25.0%	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)	29.0	34.9	Below
2023/24 (final)	37.5	34.6	Close to average
2022/23 (final)	34.3	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)	-0.11	-0.57	Above
2022/23 (final)	-0.36	-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)	20.5%	53.1%	-32.6 pp
2023/24 (final)	22.9%	53.1%	-30.3 pp
2022/23 (final)	25.0%	52.4%	-27.4 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.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	29.0	50.4	-21.4
2023/24 (final)	37.5	50.0	-12.5

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	34.3	50.3	-16.0

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 non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.11	0.16	-0.28
2022/23 (final)	-0.36	0.17	-0.53

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).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	94%	91%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	98%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	29.55	34.99	Below
2023/24 (final)	23.42	34.38	Below
2022/23 (final)	24.43	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.2	0.0	Below
2023/24 (revised)	-0.5	0.0	Below

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)	9.5%	8.1%	Above
2023/24 (3 term)	9.2%	8.9%	Close to average
2022/23 (3 term)	9.3%	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)	24.4%	21.9%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	25.8%	25.6%	Close to average
2022/23 (3 term)	26.6%	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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright