

STROUD HIGH SCHOOL

A 21ST
CENTURY
GRAMMAR



shs

EVERYTHING IS POSSIBLE



We believe that education is for life. It helps us to make sense of the world, our place within it and how we can contribute to it. But it's also about making a difference. A brilliant education bestows knowledge that brings opportunity and with it comes responsibility. We teach our students to be the best they can by providing them with the skills, support and confidence to go out into the world and help make it a better place.

Our curriculum is broad and vibrant. Our community is dynamic and forward thinking. Both are built on our values of respect, courtesy, honour and a desire to help others. We encourage difference and embrace diversity. And we never forget the importance of fun, enjoyment and inclusivity in all that we do.

We don't have one size fits all approach or predetermined path. No matter what a young person wants to do we will prepare them to seize the world of opportunity that awaits. Most of all we are a community of like-minded students, teachers and parents. We are a mix of many different personalities, but are all on the same journey of discovery and united by the belief that we can make a positive difference to the world around us.

We believe in the strength of the human spirit, the brilliance of the human mind and, above all, that **everything is possible**.



**TO BE THE DEFINITION OF A 21ST
CENTURY GRAMMAR SCHOOL;
AMONGST THE HIGHEST PERFORMING
STATE SCHOOLS IN THE COUNTRY**

Making exceptional experiences an everyday occurrence

A bespoke education for high performance learners

A spirit of fun

**TO BE A BEACON OF BEST PRACTICE
IN THE EDUCATIONAL PROVISION
FOR BRIGHT AND ABLE STUDENTS**

Learn from and with each other

Developing leaders who develop people



STRATEGIC AIMS

**TO BE A FINANCIALLY EFFICIENT
AND OUTWARD FACING
STAND-ALONE ACADEMY**

Agile financial planning, strong recruitment and retention

A global outlook and a school that is proud to be part of Stroud



**TO PRODUCE YOUNG PEOPLE WHO
CAN MAKE A DIFFERENCE TO THE
COMMUNITIES THEY LIVE IN**

Creating opportunities to lead and develop social responsibility

PRIORITIES 25-26

LEARNING EXPERIENCE

Deliver full digitised curriculum for Y13 and Y8 students, including the selection of next year's Y8 device and parent contribution model

Review, evaluate and monitor impact of summative assessment and the impact it has on curriculum design and delivery at KS3 in Maths, Science and English

Review accessibility to quality first teaching for all students, with particular focus upon learning behaviours and neurodiverse students

CURRICULUM EXPERIENCE

Undertake a full review of sport in the curriculum – including the curriculum, extracurricular and supercurricular provision

Assess the impact of the government curriculum review, including the potential impact of de-weighting at GCSE (include assessment of the impact of the current core curriculum at KS4)

DEVELOPING PEOPLE

All teaching staff to have clear opportunities within teams to watch lessons as part of their professional development and be fully involved in subject self-evaluation. (A particular emphasis upon KS3 and high quality teaching for SEND and neurodiverse students)

Increased training opportunities for the use of AI in pedagogy, as well as to support workload for staff across the school

Full programme of support and training for emerging middle and senior leaders in the school

SIXTH FORM

Development of a clear roadmap of supercurricular opportunities across all curriculum areas in the Sixth Form

A renewed emphasis upon expectations and support for independent learning, including the explicit development of relevant learning behaviours

Work with the PSA for the full development of all study spaces in the shared Sixth Form building

INCLUSIVITY & BELONGING

Complete community research and engagement phase of new 'Belonging' strategy

Complete full accessibility audit and integrate into new policy and action plan

TECHNOLOGY & SUSTAINABILITY

Complete full audit of AI provision and need in the school. To exceed expectations set by new Department of Education standards

Full development of a coordinated approach to developing learning behaviours for digital learning, including explicit support for neurodiverse students

Monitor the Implementation of Y8 DPS Provision

Continue to monitor and maintain the Sixth Form DPS provision



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