

STROUD HIGH SCHOOL

A 21ST
CENTURY
GRAMMAR



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 26-27

LEARNING EXPERIENCE

Curriculum areas to define exceptional learning within each curriculum area now including purposeful integration of devices to enhance learning

Evolve the whole-school approach to learning behaviours, embedding them explicitly within the teaching of revision, independent study & student self-regulation

Implement a new self evaluation schedule to support curriculum teams to evaluate how teaching supports all inclusions groups, implements core principles of digitally attuned pedagogy as well as subject specific priorities

Monitor the learning experience for all disadvantaged students so they can access the highest grade profiles at GCSE and, where appropriate, the most competitive university courses

CURRICULUM EXPERIENCE

Develop the Y9 curriculum to enable meaningful integration of devices, rooted in the golden threads of digitally attuned learning & strong subject disciplines

Introduce a structured Y10 work experience entitlement, strengthening links between curriculum learning, real-world application & future pathways

Evaluate the curriculum against the DfE enrichment framework, ensuring a broad, vibrant and ambitious experience for all students

Strengthen coordination & collaboration between Leaders of Students Experience, SEND & core curriculum leaders in Y7&8 with a focus on:

- Early identification of learning proficiency
- Effective use of summative assessment to support progress & high performance

DEVELOPING PEOPLE

Develop an AI implementation plan to support the effective, ethical & confident use of AI by support staff across the school

Ensure all staff are fully trained to support the transition to Bromcom MIS, securing consistency, efficiency & reliability in systems use

Embed trauma-informed practice across pastoral teams, ensuring all staff are equipped to support student wellbeing

Integrate access to 'Thrive' expertise, with trained a practitioner supporting triage, intervention & inclusion in pastoral teams

SIXTH FORM

Ensure all curriculum areas clearly articulate progression pathways, including higher education, employment & higher apprenticeships, including how they support vulnerable, disadvantaged & SEND students to have the highest of aspirations

Review entry criteria for individual subjects & overall Sixth Form entry thresholds, ensuring appropriate challenge, aspiration & accessibility

COMMUNITY & BELONGING

Require all subject areas to develop an inclusivity plan, aligned with & contributing to the whole-school belonging strategy

Complete full inclusion strategy & integrate into all areas of school life

Undertake a full review of widening access (strategy and outcomes), using this to inform the development of a refined & sustainable approach

Review & refine Positive Behaviour Management (PBM) to ensure a consistent culture of high expectations, justice & fairness, and respect & responsibility across the school

TECHNOLOGY & SUSTAINABILITY

Complete full implementation of the Y9 digital curriculum across all relevant curriculum

Establish Digital Ambassadors in each year group, enabling student leadership & voice in shaping digitally attuned learning

Develop a clear strategic strand focused on the use of technology to support inclusivity, ensuring it removes barriers & enhances access for all learners

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