



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

A photograph of a school courtyard. On the left is a stone building with a tiled roof and a small tower. To the right is a red brick building with several windows. In the foreground, five students in school uniforms are sitting on the grass in a circle. There are trees and bushes around the buildings.

"SGGS lives up to its reputation as a high-performing school - providing students with an exceptional education while fostering a strong, collaborative community that is supported by outstanding pastoral care."

- Parent of Year 10

HEADTEACHER'S WELCOME

Thank you for your interest in Stratford Girls' Grammar School.

Stratford Girls' Grammar is a school with clarity of purpose. We believe deeply in the power of education to transform lives and to open doors, and we are uncompromising in our ambition for every student. Our role is not simply to prepare girls for examinations, but to educate them as thoughtful, resilient and principled young women who are equipped for the complexity of modern life.

Our curriculum is both rigorous and enriching. It is carefully designed to stretch intellect, deepen understanding and foster a genuine love of learning that not only inspires, but raises aspirations. Specialist teachers, purposeful challenge, and high expectations underpin exceptional progress, while our student centered approach to teaching ensures that every student is supported to succeed within our academically ambitious environment.

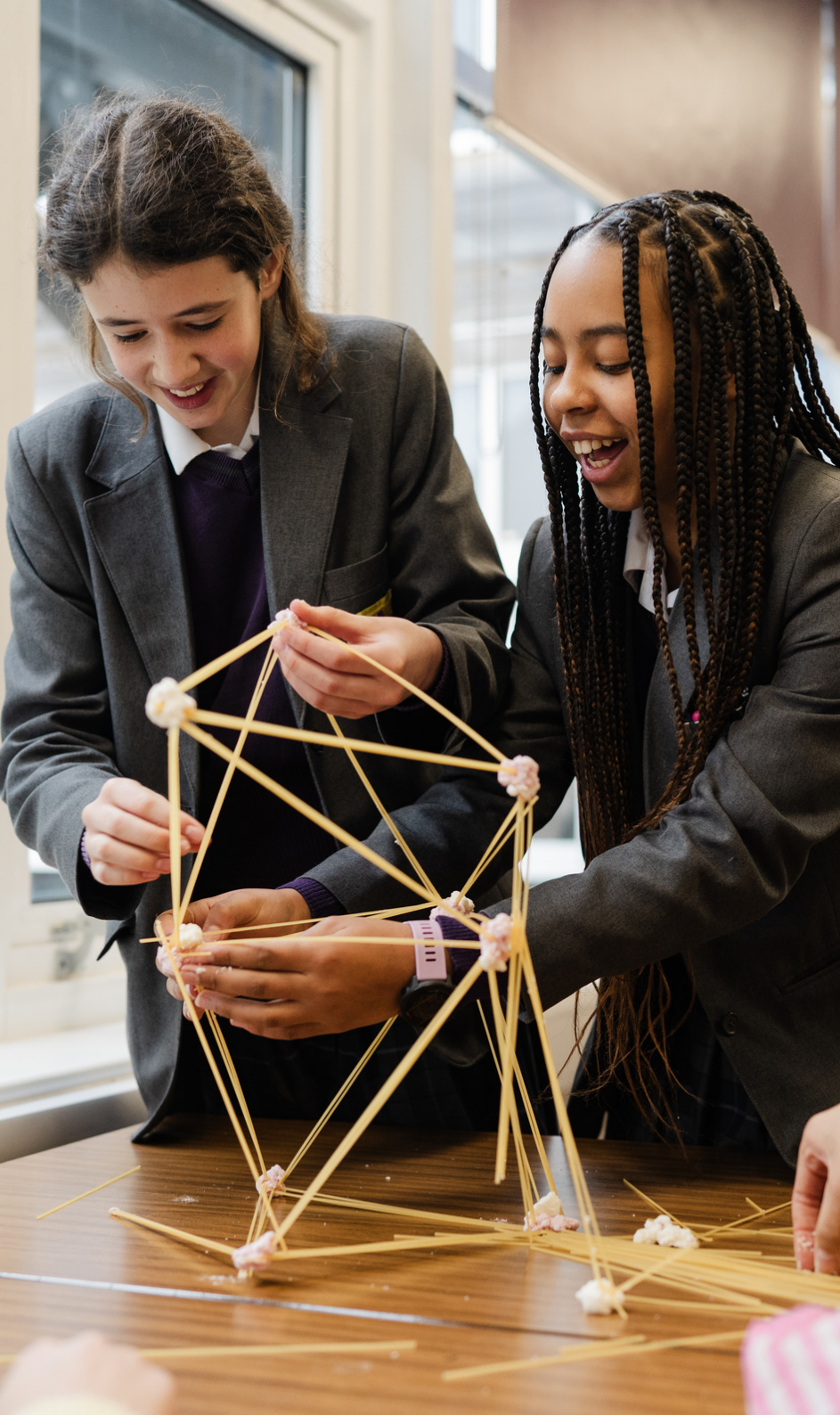
Personal development is integral to who we are. Opportunities beyond the classroom are embedded in school life and ensure that learning is broad, connected and meaningful. Through leadership, creativity, competition, service and exploration, our students discover their strengths, develop confidence and learn what it means to contribute to a community.

Stratford Girls' Grammar is a school where girls feel known, valued and supported. Together, as staff, students and families, we create a culture that balances ambition with wellbeing and challenge with care.

This is how we shape futures.

Jacqui Cornell
Headteacher





SUPPORT

When a student joins Stratford Girls' Grammar School, she becomes part of a strong and supportive House community. Our vertical tutoring system within our four Houses sits at the heart of school life and strengthens belonging by providing continuity of care across year groups.

The House system brings students together: younger students learn from positive older role models, while older students grow as leaders by offering guidance, modelling positive behaviours and celebrating success alongside their younger peers.

The House structure also underpins our pastoral support. As a selective school drawing students from a wide geographical area, we recognise that students arrive with different experiences, needs and strengths.

We work in close partnership with families to remove barriers to learning. High expectations remain consistent, while support is thoughtfully adapted to ensure that every student can thrive. Our aim is for every girl to feel safe, confident and proud to be part of the SGGS community from her very first day.

"Right from day one, all of the teachers, especially your tutor, work extra hard all of the time to make sure no-one gets left behind."

- Year 7 Student

GROW



Growth at Stratford Girls' Grammar School is purposeful and sustained. We encourage students to embrace challenge and every opportunity presented, to take intellectual risks and to learn through both success and failure. Mistakes are viewed as part of the learning process, within a culture that values reflection, resilience and perseverance.

Our students are supported to set ambitious goals for themselves and to step beyond what is familiar. Through rich classroom experiences, enrichment and leadership roles, our students develop confidence, adaptability and independence.

Learning at SGGGS is an enjoyable journey. We strive to nurture young people who are self-aware, motivated and equipped to navigate complexity. We understand that real growth is built through effort, curiosity and courage.

"At SGGGS, through the nurturing and forward thinking ethos, we are taught not just to learn, but to be learners; to be creative, innovative and independent. Skills not just for the classroom, but for life beyond."

- Year 12 Student



GUIDE

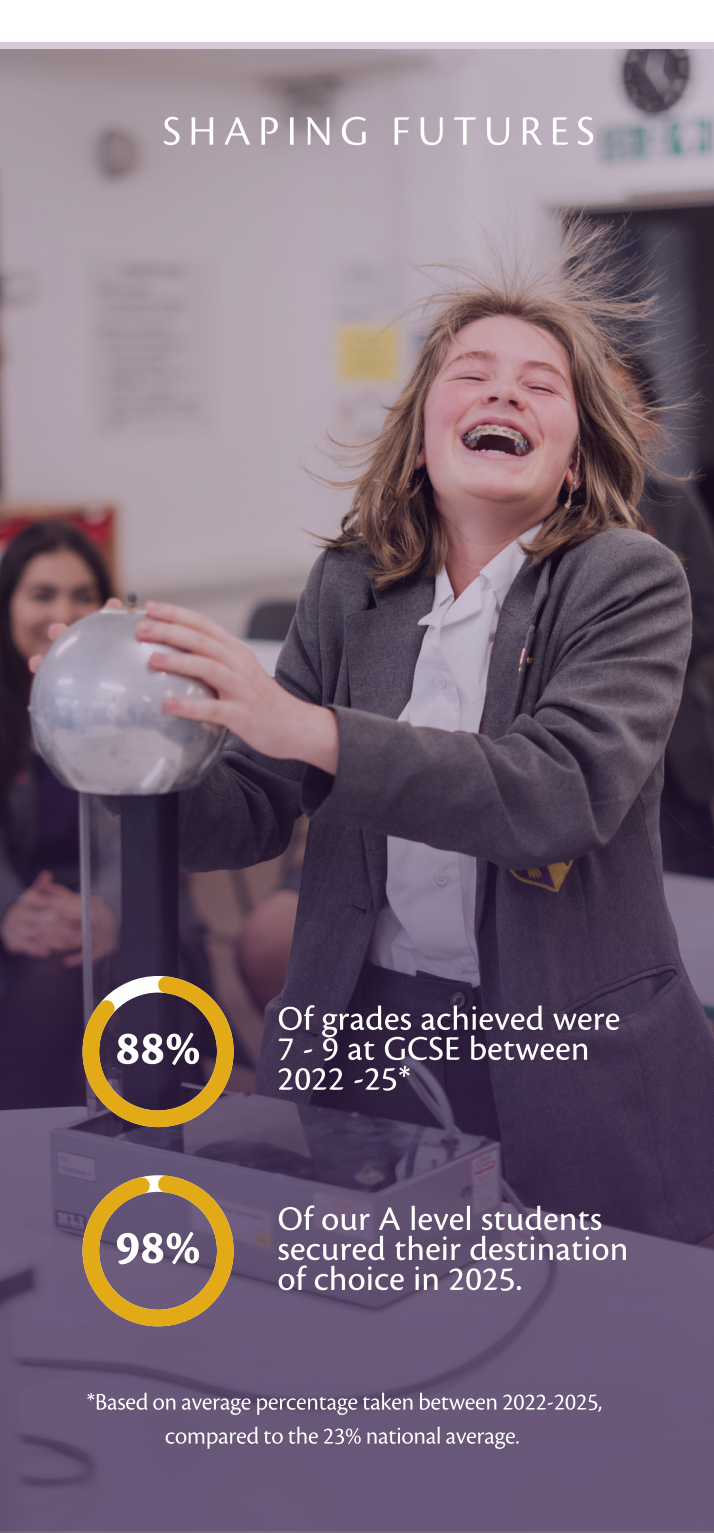
Our students tell us that SGGS is a safe place to make mistakes. There are freedoms that come from being an all girls setting. Communication is extraordinarily strong across the year groups. Staff and older students offer guidance through role-modelling and teaching the behaviours for academic success in academia and personal well-being. It is an inspiring community to belong to. The enthusiasm of the teachers breathes energy and ambition into the students, which in turn fuels our staff to provide the excellent provision for which we are known.

Through our whole school approach to wellbeing, we seek to cater for all. Pastoral care is excellent and something that students and parents alike frequently comment on. Through the PSHE curriculum we guide our students through the possibilities and potential difficulties of life, with a focus on the issues that may be affecting them as young people. Students are encouraged to become astute decision makers, drawing on the support available in school.

We have great ambitions for all of our students but set within the individual's context. Our students have access to a high calibre careers programme from Year 7, with a bi-annual Careers Fair and access to Unifrog, an online careers platform. During their time with us, our students are able to liaise with alumnae and key people from the world of work through our Speakers Programme.

Our Careers Coordinator, with the support of staff, guides each student to the right pathway post-18. Our success in helping our students to get to their first-choice destination speaks for itself, and we are immensely proud that these first choices now feature higher apprenticeships, Norland training as well as the more traditional Oxbridge successes.





SHAPING FUTURES

SUCCEED

We are proud of being a top performing girls grammar school locally and nationally, but that is only one measure of our success.

Success at Stratford Girls' Grammar School is multi-faceted. Academic outcomes are strong and sustained, reflecting high expectations, specialist teaching and a clear commitment to excellence. At the same time, we take care not to define students solely by grades.

Our culture of success is collective. Students are motivated by those around them and take pride in one another's achievements. Alumnae return to share their experiences beyond school, reinforcing the message that success is built on confidence, curiosity and contribution.

We celebrate progress, effort and personal achievement in all its forms. With shaping futures central to our purpose, students are encouraged to look beyond the classroom, engage with the wider world and seize the opportunities that are presented to them. They are supported to reflect on their goals, recognise that ambitions may evolve, and develop the confidence and self-belief to pursue their chosen pathways.



88%

Of grades achieved were 7 - 9 at GCSE between 2022 -25*

98%

Of our A level students secured their destination of choice in 2025.

*Based on average percentage taken between 2022-2025, compared to the 23% national average.

OUR CURRICULUM

Our curriculum is broad, challenging and rooted in strong subject knowledge. It is designed to help students develop a deep understanding of what they learn, stay curious, and make connections across different subjects.

Lessons are mainly taught in mixed-ability groups, with high-quality teaching and support in every classroom. We closely track students' progress and provide extra help or challenge when needed, so that every student can feel confident and continue to make strong progress.

Alongside strong subject knowledge, students develop the confidence and skills needed to thrive both in school and beyond. Our classrooms are vibrant learning environments where structured discussion, purposeful questioning and collaborative dialogue help students develop confidence, communication and critical thinking skills

Our carefully structured school day that includes morning tutor time, 50-minute lessons and a two-week timetable, provides both consistency and variety, helping students build strong organisational habits and independence. A generous, hour long lunchtime also creates opportunities for clubs, enrichment and wider participation, ensuring students develop not only academically, but socially and personally too.

"Something that I think makes this school so special is the ability to be you. There is every type of person here and you will always be accepted for who you are."

- Year 8 Student





ENRICHMENT AND PERSONAL DEVELOPMENT

Shaping Futures is central to personal development at Stratford Girls' Grammar School. Our programme is purposeful, outward-looking and rooted in the belief that education should prepare young people for life beyond school, whatever pathway they choose.

Alongside academic success, we support students to develop confidence, resilience, independence, emotional literacy and a strong sense of responsibility for others. Wellbeing is embedded through our four pillars of Support, Grow, Guide and Succeed, helping students build healthy relationships, manage challenge, stay safe and make sound decisions.

Enrichment and leadership opportunities, including clubs, trips, House competitions and student leadership roles, help students develop teamwork, creativity, initiative and confidence while encouraging positive contributions to their communities.

Personal development at SGGs is enriched through a vibrant and wide-ranging programme that runs alongside the academic curriculum. Through assemblies, tutor time and PSHE, as well as an extensive extra-curricular and super-curricular offer, students are encouraged to try new things, explore emerging interests and develop confidence beyond the classroom.

Opportunities to engage with the Three Rivers Alliance schools, our partner school in Japan and language exchange programmes broaden horizons and foster meaningful connections. Together, these experiences add depth and colour to students' time at school, supporting them to discover new passions and develop a strong sense of self.





The Sixth Form is a dynamic, ambitious and high-achieving community in its own right - a place where students thrive academically, grow in confidence and develop the independence needed to excel beyond school.

Each academic year, we warmly welcome external students to join our Sixth Form, creating a diverse and aspirational community enriched by new perspectives and experiences.

As senior members of the school community, Sixth Form students play a vital leadership role, shaping the culture of the school, supporting younger students and modelling responsibility, integrity and aspiration.

Students follow rigorous A-level programmes alongside a rich and varied enrichment offer designed to prepare them for higher education, employment and leadership. They are encouraged to think critically, challenge themselves intellectually and take ownership of their future pathways.

Our sixth formers leave SGGs as articulate, resilient and self-assured young people, equipped not only to succeed in competitive environments, but to make a meaningful impact in the world beyond school.



81%

A* - B GRADES IN
OUR '25 RESULTS



54%

A* - A GRADES IN
OUR '25 RESULTS



67

Visiting professionals and SGGs Alumnae who led activities, workshops and career-focused talks last year.

Our students who were supported by our Sixth Form MedMinds programme received

100%

offer rate into a clinical programme of their choice.



99%

Of our students were offered either their first or insurance choice destination.







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