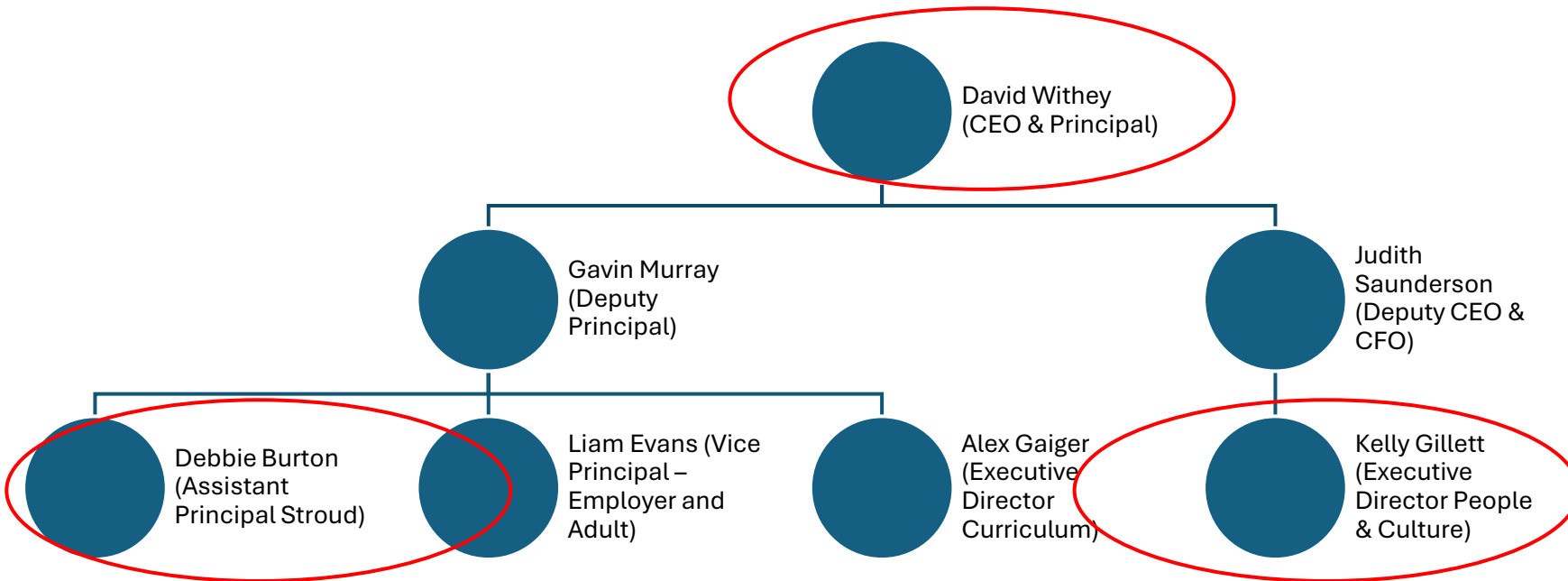


Stroud District LSP

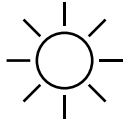
6 June 2025



Introduction: Who we are



SGS Strategy: what are we hoping to achieve



Clarity: simple, easy to understand. A (short) vision, some outcomes, some behaviours.



Excitement: drives engagement, ambition and progress. A strategy that becomes our language.



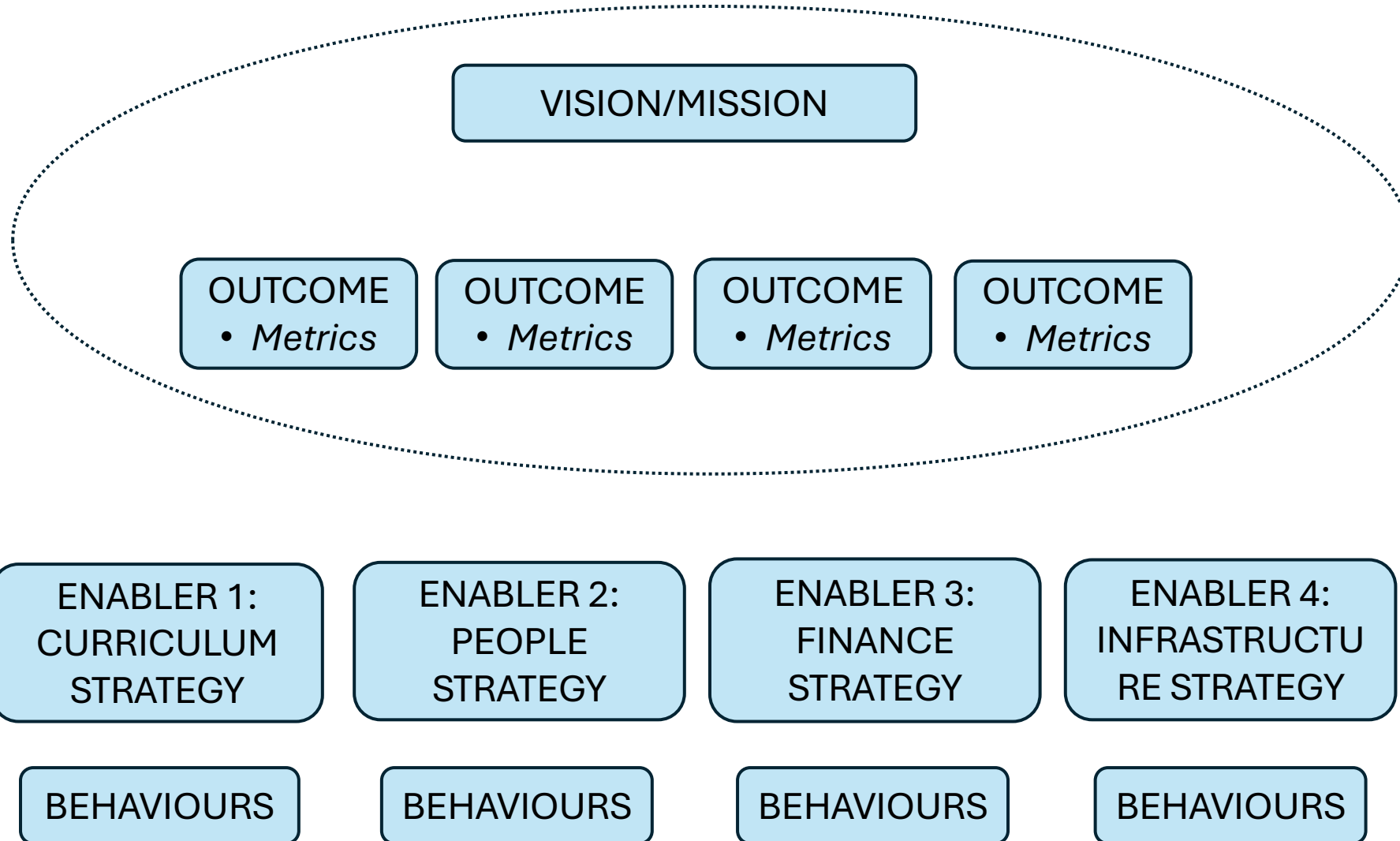
Outcome-oriented: Clear about *what* we are trying to achieve (the *how* can come later).



Measurable: Enables us to know when we've achieved our strategy, and drive accountability.



Our strategic framework



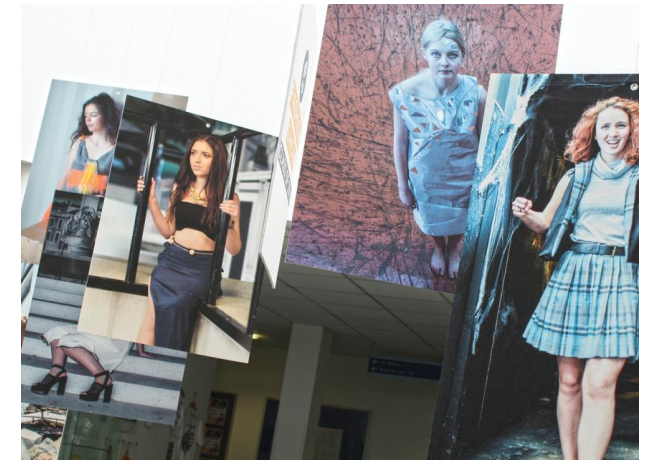
Our provision at Stroud is focused on key priorities

In collaboration with Local Authority, we have responded to deliver specialist provision for learners who have barriers to learning

160 years of Stroud School of Art's heritage, with a visionary Head of Department driving quality, innovation, and collaboration.

Developed 14 – 16 provision (Create) to support over 150 learners who were at risk of dis-engaging with education.

Prioritising skills development in vocational subjects to complement the strong-performing sixth forms in the area



Internal data – Learners

Enrolments	2020-21	2021-22	2022-23	2023-24	2024-25
14-16 Learners	47	45	71	142	252
16-19 Learners	865	869	930	727	799
High Needs Learners	129	144	155	203	223
Adult Programmes		2543	2197	2571	2616
Apprenticeships	83	82	103	86	72
Higher Education	16	14	13	8	5

We seek to align to key skills priority areas...

	Sector	WECA LSIP Priority	Glos LSIP Priority	Levels	SGS Focus	Other provision focus
	Digital - Cyber, software development, IT support – fast regional growth		?	Level 4 & above	Currently most provision is at level 2 and below – Digital T Level coming online in 2025-26	
	Health and care - Major NHS and social care shortages	?		All levels	Volume delivered at levels 2-3 for 16-19s. High volume of part-time adult and specialist provision including Access to HE and Counselling	
	Green industries/Net zero - Up to 50,000 green jobs needed regionally by 2030	?	?	All levels	Currently delivered predominantly through Bootcamps. More provision planned for 2025-26, Green Skill Berkeley now open	
	Construction - trades in high demand due to skills shortages & infrastructure push	?	?	Levels 2-5	Large volumes of good provision across all campuses (Inc. Apprenticeships)	
	Engineering and advance manufacturing - High vacancy rates across manufacturing and aerospace	?	?	Level 3 & above	Delivered through 16-18, Adult and Apprenticeship provision in the fields of domestic heating, plumbing and gas	
	Creative industries - Rapid job growth in Bristol & West of England, especially in film/TV, design, animation and creative tech	?		Levels 4-6	Large volumes of outstanding provision across all campuses. New apprenticeships planned for 2025-26	
	Agriculture, agritech and land management – skills shortages and increased focus in rural areas.		?	All levels	Small provision at levels 2 and 3 (for 16-19 year olds in Stroud) with progression possible to our	

Plus significant demand for ‘core’ skills

	Sector	WECA LSIP Priority	Glos LSIP Priority	Levels	SGS Focus	Other provision focus
	Essential/core skills - Work and society ready to engage and develop, specialist skills developed in the workplace.	?	?	All levels	Core and transferrable skills development is targeted through SGS+ and this is available across all provision types	

	Sector	WECA LSIP Priority	Glos LSIP Priority	Levels	SGS Focus	Other provision focus
	Leisure, travel and tourism – Not an LSIP priority but strong SGS focus.			All levels	This sector includes our Sports provision, some of which also contributes to the Health and Care Sector (e.g. Sports Coaching and Development)	

SGS Strategy: The future (as of November 4th 2024...)

AMBITION FOR EXCELLENCE

- Students: see SGS as the place to be
- Staff: see SGS as an employer of choice
- Employers: SGS graduates a kitemark

ENVIRONMENT

- Physical: modern learning spaces
- Digital: keeping pace with technology
- Workplace: a post-pandemic employer

COMMUNITY NEED

- Skills: meet and anticipate employer need
- Learners: deliver society-ready learners
- Facilities: act as an anchor institution



Strategic priorities: Choices



'One SGS'
approach to all
issues

Responsive
approach to
investment

Isolated
college-first
approach

Maximising safe
choices for the
community

COLLEGE IDENTITY

INVESTMENT CHOICES

COLLABORATION

DELIVERY FOCUS

Anchor Institutions –
Focused on people,
place & history –
bound together
through shared
values and cultural
programme of
events

Planned approach
to investment
focused on being
the education
provider and
employer of choice

Maximising local
and regional
alliances for the
mutual benefit of
all

Curriculum flexibility
(designed around
centres of
excellence) geared
towards the needs of
our communities

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Strategic priorities: prioritisation activity

Leverage SGS's nationally recognised sports programs and facilities to become a UK leader in **sport education**.

Build on SGS's strong arts provision to establish a regional hub for **creative industries**.

Position SGS as a leading provider of **digital and IT skills** training.

Strengthen **engineering and advanced manufacturing** programs in line with local industry needs.

Systematically **align the curriculum with local and regional labour market priorities** and skills gaps.

Integrate sustainability and **develop new "green" courses and embed environmental literacy** in all programs.

Champion **widening participation, access and opportunity for all** to access education at SGS.

Redesign curriculum pathways to be **more flexible & personalised** (eg modular learning and blended online).

Invest in SGS's estate to provide modern, inspiring learning environments across all campuses

Implement a **comprehensive digital strategy** to enhance both learning and college operations

Invest in the college's workforce to foster an empowered, high-performing staff culture

Strengthen a **unified SGS culture** and brand across all campuses. Championing **outstanding support and personal development**.

Proactively market SGS and engage local communities to increase its market share, especially in growth areas

Ensure the financial sustainability of SGS by **diversifying income and optimising resources**.

Drive improvements in teaching, learning and student outcomes to **position SGS in the top-performing FECs for attainment**.

Deepen engagement with employers - apprenticeships, industry placements, & co-sponsored programs.

Grow the College's **adult education, reskilling and ESOL provision** to serve a rising demand from adult learners.

Refocus personal development around **delivery of essential skills** – problem solving, creativity etc.

Improve the day-to-day experience of college life through **investment in student experience**.

Build **stronger collaboration across FE colleges and schools locally** to drive system-level outcomes

Next steps and timeline



1. Closing of the staff survey 10 June
2. Completion of stakeholder feedback summer
3. Stakeholder interim sessions October
4. Governing Board interim feedback session November
5. January 2026 Corporation Approval