



FIVE ACRES HIGH SCHOOL

PROSPECTUS

We are a proud member of the Greenshaw Learning Trust, a 'family' of like-minded schools that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character.





WELCOME

Five Acres High School is an exciting, energetic and welcoming 11-16 academy.

It is an honour to be Headteacher of Five Acres High School, a school with high standards and a warm heart. The school has been on a dramatic journey of improvement, and our excellent GCSE results mean that our students move on to very ambitious next steps. Our aim is that students at Five Acres High School will have a better chance of success than if they went anywhere else. We want them to be academically successful and also grow into wonderful young people.

We are a proud member of the Greenshaw Learning Trust, a 'family' of like-minded schools, that work closely together to provide mutual support and share excellent practice so that our children make excellent progress.



Ian Frost • Headteacher

THE FUTURE

This is a really exciting time to be joining the school, as Five Acres High School has become one of the top performing schools in the south west.

We are committed for this success to be based not only on excellent GCSE outcomes, but also with superb opportunities for our students to grow in character and as young people, through brilliant opportunities alongside the arts and sport.





OUR STUDENT VALUES

We strive to ensure students leave Five Acres High School as confident, ambitious and high-achieving individuals.

We clearly communicate and embed our values - Ambition, Confidence, Creativity, Respect, and Determination, so that we can further develop high standards of integrity, discipline and self belief.

We insist that our students wear their uniform with pride, that their behaviour is exceptional and that they are excellent ambassadors for Five Acres High School in the local community and beyond.

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IT HAS BEEN A LONG JOURNEY, BUT IF YOU **DREAM** & HAVE THE **AMBITION** & WANT TO **WORK HARD**, THEN YOU CAN **ACHIEVE**

MO FARAH

THE **TEACHERS** AT FIVE ACRES HIGH SCHOOL REALLY **INSPIRE** ME.

YEAR 7 STUDENT

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AMBITION

Five Acres High School is a hive of ambition. We expect the very best from each other every minute of every day, because we believe that every one of us can succeed.

This is reflected in our challenging curriculum: we read ambitious books every day; we put intervention in place for every student who is falling behind; we provide access to complex and demanding knowledge concepts so that every student leaves able to compete with others who have been to the very best schools in the country.

CONFIDENCE

A young woman with glasses and a dark t-shirt is speaking into a microphone. She is looking slightly to her left. The background is a large, out-of-focus crowd of people, suggesting a public event or assembly. The entire image has a red tint. On the right side, there is a white graphic element consisting of overlapping, rounded shapes that resemble a stylized crowd or a series of steps.

We believe that what you know is important. Alongside that, we put equal weighting on how well you share that knowledge.

Our students are confident young people who are equipped with the necessary oracy skills to become the politicians and public speakers of the future. We create opportunities for students to taste success early through 'The Brilliant Club'; residential experiences (as early as the second week in Year 7); our debating society; the student council and a formal interview process for Head Girl and Head Boy



WHEN YOU HAVE
CONFIDENCE, YOU
CAN HAVE A LOT
OF **FUN**.

AND WHEN YOU
HAVE **FUN**, YOU
CAN DO **AMAZING**
THINGS.

JOE NAMATH



THIS **SCHOOL**
HAS REALLY **HIGH**
EXPECTATIONS
OF **ME**.

YEAR 8 STUDENT

CREATIVITY

While schools across the country are narrowing their curriculum, we are broadening ours with opportunities for creativity.

This extends through our house system, our annual shows, the school choir and much, much more. We value the arts and sport, and we work hard to support students to excel in these areas.



IT'S **EASY** TO GET INVOLVED IN THE SCHOOL. I LIKE THE NEW **HOUSE SYSTEM**. WE ARE GOING TO DO LOTS OF **TEAM BUILDING** ACTIVITIES.

YEAR 9 STUDENT





IT IS THE
SUPREME **ART**
OF THE TEACHER
TO AWAKEN **JOY**
IN **CREATIVE**
EXPRESSION AND
KNOWLEDGE.

ALBERT EINSTEIN



ONE OF THE MOST
SINCERE FORMS
OF **RESPECT**
IS ACTUALLY
LISTENING TO
WHAT ANOTHER
HAS TO SAY.

BRYANT H. MCGILL





RESPECT

At Five Acres High School, we expect disruption-free lessons day in, day out; lesson in, lesson out. This is borne out of a respect for each other and the right we all have to learn; the respect for education and value that we put on this; the fundamental requirement that we feel safe at school with each other; and the respect we have for the marvellous teachers at our wonderful school.

This is a tough but important aspect of what sets us apart from other schools. We respect our students so much that we do not accept any poor behaviour at the school. That said, we also have a lot of fun together through our celebration assemblies, our Director of Fun, our trips and visits and through our outstanding rewards system. We invest time in this because of the respect we have for ourselves and each other.

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THIS SCHOOL
HELPS ME FEEL
CONFIDENT
ABOUT **MYSELF**.

YEAR 10 STUDENT

DETERMINATION



Our young people leave Five Acres High School with a steely determination to succeed. We all recognise that some students find school harder than others, but this only drives our motivation further to ensure that no child is left behind.

Our students know what to do when they get stuck, they don't give up, they relish the challenge that difficult tasks bring, they keep on trying and they win. Five Acres High School staff and students are winners, whatever the challenge.

FIVE ACRES HIGH
SCHOOL GIVES
ME THE **VERY**
BEST CHANCE OF
SUCCESS.

YEAR 11 STUDENT







FIVE ACRES HIGH SCHOOL



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Proud to be part of the...

