

Reading School Strategic Plan 2013-2018

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Our Purpose

To be a World Class, distinctive boys school, day and boarding, maintaining high academic standards and nurturing integrity and leadership.

Our Core Values

We value:

Excellence – striving to achieve the best we can in all we do. To inspire learning and leadership together.

Reading School boys value the acquisition of knowledge of the truth and the quest for excellence through intellectual curiosity, creativity and growth. They should be enthusiastic and enjoy learning for the intellectual challenge.

Integrity – doing the right thing, commitment, respect for oneself, others and the environment, utilising knowledge and understanding wisely – thereby enabling informed decisions and the quest for truth and freedom.

Reading School boys will be fine young men of integrity, principle and character who support each other in their quest for excellence.

Leadership – a dynamic sense of purpose, dedicated to working with and for others.

Reading School boys demonstrate a spirit of loyalty, commitment, compassion, humour and community.

Our Strategic Direction

Our strategic direction retains and extends the strength and distinctive characteristics of Reading School, realising the full potential in each student.

We aim to develop young men who will have the courage and integrity to uphold moral values, serve and inspire others and be leaders in their families, communities and internationally.

Our Strategic Intent outlines the philosophy, ethos and strategic focus of Reading School. It is a reference point which should guide our planning, decision-making, priorities and goals. It informs the strategic plan for facilities and resources which guides our priorities for the delivery of education. Whilst our operational plans provide detail of the annual operations of Reading School and its departments.

We aim to be an academic school, an inspiring and enjoyable place of learning and scholarship.

We aim to provide teaching that is rigorous, challenging and intellectually engaging.

We aim to ensure that Reading School boys leave as young men that are intellectually and emotionally prepared for higher education and the world of work.

We aim to be an effective community where Reading School boys learn the importance of integrity.

We aim to support Reading School boys in developing resilience and skills to meet the challenges of life.

We aim to provide the setting where the skills of friendship are developed and the importance of community recognised through participation in a wide range of activities.

We aim to recruit and develop the best teachers and associate staff that we can to deliver our strategic and operational goals.

Key Theme 1 – Excellence

<p>Scope</p> <p>Reading School ethos and culture; Academic success; Curriculum design; subjects and programmes offered; timetabling; staff development; role of middle leaders; quality of teaching and learning; partnerships locally and globally; pupil rewards and celebration; staff recognition and celebration.</p>	<p>Strategy</p> <p>1.1 Achieve World Class levels of academic success benchmarked against national and international standards of excellence</p> <p>1.2 Develop a World Class academic curriculum that exhibits breadth and depth</p> <p>1.3 Strengthen the local, national and international standing of Reading School by developing strategic partnerships which benefit learning, the development of staff expertise and the operations of the School</p> <p>1.4 To develop and implement a consistent educational ethos, philosophy and culture encompassing the academic, pastoral, spiritual and physical dimensions of our school which enables boys to analyse, communicate and articulate ideas based on evidence.</p> <p>1.5 Develop our capacity as a leading academic school to promote excellent approaches to teaching and learning</p>
<p>Outcomes</p> <p>We aim to achieve the following outcomes:</p> <ul style="list-style-type: none"> • A Reading School education for boarders and day boys that embraces an academic approach and provides an extensive breadth and depth of educational experience. • Students who make a difference to the life of Reading School and who are happy and valued with a strong sense of belonging; role models for others; reflective and self-motivated to learn and develop. • Students who strive to achieve their academic potential. • Students who strive to achieve their personal potential. • Provide rigorous, high-quality teaching and learning focused on the achievement of excellence relevant to the needs of our students. • Students who use technology appropriately and effectively to enhance learning. • An engaging and enriching curriculum that: <ul style="list-style-type: none"> ○ Embeds a Reading School ethos and culture that develops excellence, integrity and leadership ○ Integrates best practice in boys' education and learning ○ Values opportunities for enrichment in sport, arts and culture ○ Timetabling that enhances the quality of teaching and learning ○ Assessment and reporting that informs teaching and learning. 	
<p>Measure</p> <p>The following evidence will help us to assess the extent to which we are achieving the outcomes:</p> <ul style="list-style-type: none"> • The extent to which a Reading School ethos and culture of academic excellence is embedded in the curriculum. • Analysis of pupils' reports, examination results and university entrance. • Analysis of classroom practice. • Analysis of departmental self-evaluation/schemes of work. • Feedback from students, staff and parents. 	

Key Theme 1 – Excellence continued.

<p>Scope</p> <p>Coaching and Mentoring of Staff; Standards and skills for teaching; Standards and skills for Pastoral Care; Standards and skills of middle leaders; Skills of mentoring and appraisal; Staff Communication and participation;</p>	<p>Strategy</p> <p>1.6 Develop strategies for ensuring excellence in the quality of teaching including the use of technology as a tool to enrich learning</p> <p>1.7 Review extra-curricular provision including nature, extent and purpose of activities including sports.</p> <p>1.8 Review and develop the role and skills of Heads of Department, Subject Leaders and Aspirant Middle Leaders in the academic leadership and Heads of House in pastoral leadership including:</p> <ol style="list-style-type: none"> A strong focus on the leadership of teaching and learning Roles in staff development, appraisal and mentoring Further development of links with other schools, organisations and universities locally, nationally and internationally <p>1.9 To develop processes for staff development and governance and appraisal including pay policy for staff</p> <p>1.10 To review opportunities for staff development, recognition, reward and celebration and succession planning</p>
<p>Outcomes</p> <p>We aim to achieve the following outcomes:</p> <p>For all staff</p> <ul style="list-style-type: none"> Staff who make a difference to the life of Reading School and who are happy and valued with a strong sense of belonging; role models for others; reflective and self-motivated to learn and develop (and achieve work/life life/work balance) <p>For Teaching Staff</p> <ul style="list-style-type: none"> Improved capacity of our teaching staff as leading practitioners who add significant value to the potential and learning experiences of the students at Reading School A professional dialogue regarding teaching and learning Staff who work collaboratively to enhance the quality of teaching Staff who develop creativity and innovation in the classroom leading to excellence Staff who fully appreciate their responsibilities regarding pastoral care and have the necessary skills and resources to actively support their students 	
<p>Measure</p> <p>The following evidence will help us to assess the extent to which we are achieving the outcomes:</p> <ul style="list-style-type: none"> Standard of teaching and classroom practice. Extent of mentoring, coaching and peer support for staff. Level of staff satisfaction and their involvement in professional development. Level of staff participation in the life of Reading School. Outcomes of staff appraisal. Feedback from staff, students and parents. 	

Key Theme 2 – Integrity

<p>Scope</p> <p>Spiritual, Moral, Social and Cultural development; induction; pastoral care; mentoring, personal excellence, community service, active citizenship; leading by example, health and well-being.</p>	<p>Strategy</p> <p>2.1 Develop programmes to enable and encourage all students to develop integrity and be leaders</p> <p>2.2 Develop Senior Students, boarders and day boys (Years 10 -13) as leaders and role models contributing to the life of Reading School, mentoring and serving the community.</p> <p>2.3 Review, develop and enhance the pastoral care roles, systems and structures and embed in the life of boarding and the day school.</p> <p>2.4 To attract, retain and develop staff, in day and boarding who support and lead on the development of integrity</p> <p>2.5 Establish a whole school approach to Spiritual, Moral, Social and Cultural education linked to core values and emphasising leadership, peer relations, character development and service to others</p>
<p>Outcomes</p> <p>At Reading School we aim to achieve the following outcomes:</p> <ul style="list-style-type: none"> Students who develop the qualities of Integrity: <ul style="list-style-type: none"> a) Knowing themselves and being the best they can be - spiritually, morally, socially and culturally; b) Actively demonstrating integrity; c) Being a role model for others Students who are positive and strive have a strong work ethic Students who strive for excellence in all that they do Students who are active, responsible citizens now and throughout their lives. 	
<p>Measure</p> <p>The following data/evidence will help us to assess the extent to which we are achieving our desired outcomes:</p> <ul style="list-style-type: none"> Evidence of students actively demonstrating the qualities of integrity and leadership Number of students actively involved in the life of Reading School including activities that develop social and cultural understanding Level of participation in service to others Student behaviour and engagement Physical and mental health of students Analysis of students' reports Feedback from students, parents, staff and former students 	

Key Theme 2 – Integrity continued

<p>Scope</p> <p>Parent partnership and communication; Involvement of alumni; Community relationships; links to other schools; charitable organisations, universities and government.</p>	<p>Strategy</p> <p>2.6 Further develop rewards, celebration and positive reinforcement to promote integrity, achievement and excellent behaviour</p> <p>2.7 To develop a welcoming and outward-facing culture</p> <p>2.8 Further develop partnerships with other schools, charities and external agencies</p> <p>2.9 Further develop partnership with ORA and the involvement of alumni by promoting a strong sense of cohesion and belonging</p> <p>2.10 Further develop the engagement/partnership with parents</p>
<p>Outcomes</p> <p>We aim to achieve the following outcomes:</p> <ul style="list-style-type: none"> • Parents who are at the heart of their son's education and informed about what is happening at Reading School. • Strengthen the Reading School culture as a welcoming, accessible, outward-facing School through significant partnerships with local, national and international communities • Opportunities for parental involvement, input, engagement for the benefit of the life of the school. • Support for families experiencing difficulties. • Assistance for parents in relation to their children's learning. • A growing network of alumni and their on-going involvement. • Positive and effective relationships with, and contribution to, the local and wider community (Local, National and International) 	
<p>Measure</p> <p>The following data/evidence/information will help us to assess the extent to which we are achieving our desired outcomes:</p> <ul style="list-style-type: none"> • Level of parental involvement • Level of former student involvement • Extent of external relationships and benefits achieved • Feedback from parents on the effectiveness of communication. 	

Key Theme 3 – Leadership

<p>Scope</p> <p>Leadership development; aspects of development; space, buildings and facilities including timetable, staffing, funding and resources. Environmental sustainability; safety and security; policies and procedures; Governance including communications, support and involvement.</p>	<p>Strategy</p> <p>3.1 To develop strategic and operational leadership capability so leadership of staff and students, in day and boarding, is inspirational, effective and efficient</p> <p>3.2 To develop and enhance governance so that the ethos of Reading School is nurtured and strengthened</p>
<p>Outcomes</p> <p>We aim to achieve the following outcomes:</p> <ul style="list-style-type: none"> • Staffing structure and resources to implement the strategic plan and achieve its outcomes. • Strengthen the capacity to provide effective governance through strategic and operational leadership • A flexible and effective school design that maximises learning and optimises available space. • A safe and secure school site. • Sustainable site design and efficient resource usage. • Access to IT to meet the needs of students • Strengthen the financial sustainability of Reading School to create and maintain an outstanding and inspiring place of learning 	<p>3.3 To enhance positive attitudes amongst all stakeholders so that Reading School is a popular, thriving and successful 'World Class' School</p> <p>3.4 To develop the successful leadership and management of enhanced boarding numbers and provision</p> <p>3.5 To further develop robust self-evaluation and quality assurance processes relating to day and boarding benchmarked against national and international standards</p> <p>3.6 Review our leadership, strategic governance and operations regularly with an emphasis on outcomes, processes, stakeholder engagement, ethos and strategic intent</p> <p>3.7 To ensure future development through an effective whole school fundraising plan to ensure financial integrity, stability and viability for the enhancement of the school site in partnership with the Reading Foundation/other stakeholders</p>
<p>Measure</p> <p>The following information will help us to assess the extent to which we are achieving our outcomes:</p> <ul style="list-style-type: none"> • Extent to which buildings and facilities provide an effective learning environment • Number and quality of staff • Feedback from students, staff, parents and governors • Level of energy utilisation and recycling of resources. 	<p>3.8 To enhance Reading School's branding, standing and reputation with an emphasis on a strategic approach to marketing of day and boarding</p> <p>3.9 To set and achieve high standards of service, effectiveness, efficiency and compliance with appropriate regulatory and legislative frameworks including the identification, monitoring and management of risk</p> <p>3.10 To maintain an effective, rigorous and transparent approach to financial management with an emphasis on modelling, systems and processes</p>