



Founded 1125

September 2017

Dear Parents,

Reading School: A World Leading Institution

Welcome to Reading School at the beginning of the 2017-2018 Academic Year, particularly to our new students and our new boarders. The term has certainly started well and it was good to see so many parents at the Year 12 Expectations evening. In addition, I valued the opportunity to address all five houses: County, East, Laud, School and West in Chapel yesterday. Undoubtedly, the House System is crucial in ensuring a sense of family and community.

We have a vision that Reading School will be a World Leading Institution by 2025, the 900th anniversary of the foundation of the School. We need parents to work in partnership with the School to ensure that the Reading School family flourishes. The School motto is 'Floreat Redingensis' which means 'Let Reading Flourish'. I hope that you enjoy reading the September 2017 edition of the School Magazine about the memories of 2016-2017 edited by Mr Alun Lloyd. We celebrate positive memories and build upon the achievements of the past. However, we are always looking to improve and one of the ways is to inspire our students through providing opportunities to hear outside speakers. I am pleased to report that due to the generous donation of an OR, we can offer the Inspire Lecture Series, organised by Mr Neil Goulding, for 2017-2018 including the Reading Book Week, led by Mrs Loralie Kesteven in March 2018.

I am confident that as we put our vision into action, building up the four strategic pillars, up to and beyond 2025, even more positive memories can be developed. Working together, as part of the Reading School family, we can ensure sustained high performance.

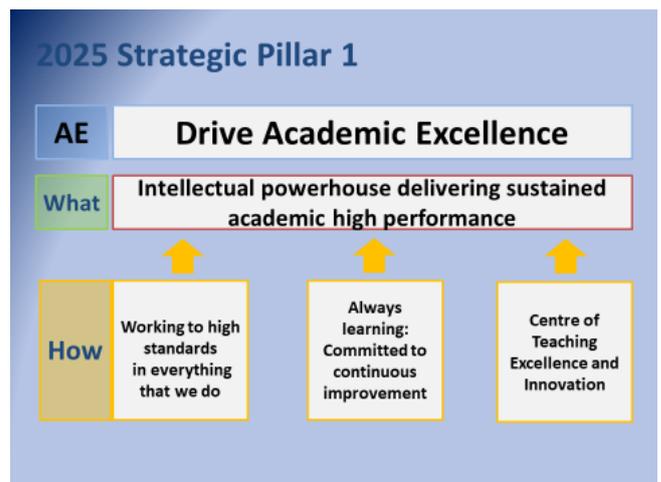
As part of our drive for continuous improvement, we are shaped by strategic thinking, including 4 Strategic Pillars developed through the Powerhouse principles of Brian MacNeice linked to sustained high performance.

Strategic Pillar 1: Academic Excellence

Academic excellence is only possible through high quality teaching and positive attitudes of students.

We aim to work together to create a centre of teaching excellence and innovation.

We are proud of the excellent examination results achieved by our students and celebrate their progress and aim to be an institution with a reputation as an intellectual powerhouse.



READING SCHOOL, Erleigh Road, Reading RG1 5LW

T: 0118 9015600

F: 0118 9353505

E: headspa@reading-school.co.uk

W: www.reading-school.co.uk

Reading School is an Exempt Charity under Schedule 2 of the Charities Act 1993, and is recognised as charitable by HM Customs and Excise, ref. no. XT35863.

Registered address as above, a company limited by guarantee, registered in England no. 7475515.



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A LEVEL

The promotion of high quality teaching and learning must always be at the core, the heart, the epicentre of our endeavours at Reading School. Success in public examinations, especially at A Level as the gateway to University, is a crucial measure of success. Undoubtedly, we are proud of the achievements of our students in the Sixth Form, the progress they make and the value they add.

At A Level, we were ranked equal 5th in the National League Tables for state schools following the gaining of 93.1% A*-B grades. A record 38.52% of all grades were A*. 75.72% of grades were A*-A. In Mathematics, 85.2% of students were awarded A*-A grades and 100% of students entered for History, Geography, French, German and Latin gained A*-B. Overall, 62.3% of Year 13 students at Reading School gained at least 3 A grades and 23 successful Oxbridge candidates had their places confirmed following their results.

School Captain, Sam Miller, gained 4 A* grades in Biology, German, History and English Literature. He will be studying English at Wadham College, Oxford in October. In addition to winning an award at the prestigious Biology Olympiad representing the UK, Will Chadwick also achieved 5 A* grades in his A Levels. Whilst Seth Peiris, first Head Boy of Laud House, has gained a place at King's College London to study medicine.

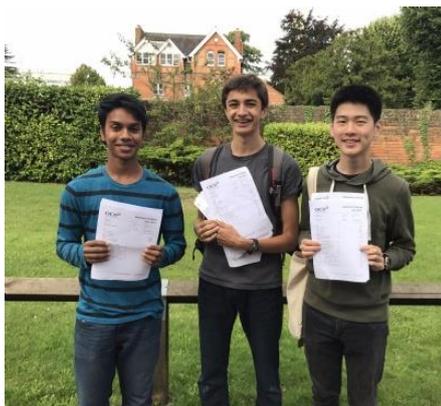


School Captain,
Sam Miller

Overall, 75.8% of the 553 entries for the 154 candidates were A*-A, 22% of students gained 3A*+ and 75.2% gained at least two A grades and a B grade. All our students are to be congratulated on their success which is the culmination of two years hard work, supported by teachers and families.

I am sure you would join me in thanking all the staff at Reading School who have directly and indirectly had positive impact on this outstanding set of results from the sixth form, the jewel in the crown.

GCSE



Year 11 students celebrating their
GCSE results

At GCSE, 51.45% of the 1347 examination entries were awarded A* or the new grades 8/9. 80.7% of grades were A*-A including 96.3% A*-A in Spanish, 94.3% A*-A in Physics, and 91.2% in History. In addition, 90.2% of students taking Latin gained A* and 89.4% of Mathematicians gained grades 8 or 9, with 72 candidates being awarded a 9.

Ketak Chaudhari gained 8 A* and 3 grade 9s in English, English Literature and Maths, along with Michael Li and Abhishek Manikandan.

Being ranked 5th best boys school in England for GCSE results should help us re-double our efforts. We have done well, but we should always strive for continuous improvement.

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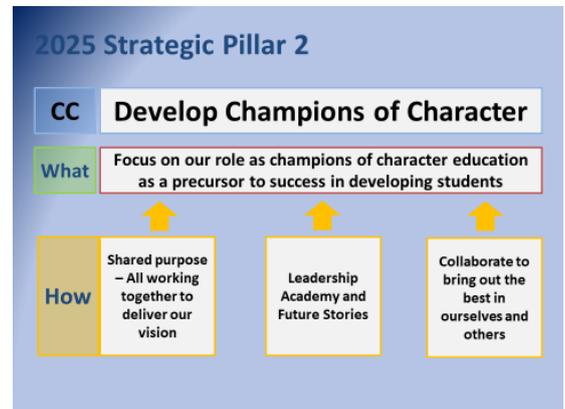


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Strategic Pillar 2: Champions of Character

The student leadership programme, branded as the Floreat Programme, under the leadership of Mr Greg Fairchild, is a crucial part of the Reading School Leadership Academy inaugurated in September 2017. The Floreat Programme has been influenced by our flourishing partnership with Hutchins School, Hobart, Tasmania and is a key element of our strategic pillar focusing on developing Champions of Character.

In addition, our flagship Future Stories programme continues to raise aspiration in primary schools in Reading who benefit from the input of our students and staff.



Furthermore, one of the stated priorities for improvement in 2017-2018 is professional learning opportunities for Middle Leaders. Staff will benefit from a programme of outside speakers as part of the Leadership Academy.

Character and the curriculum

We want the development of character to be evident in the curriculum through subjects and despite funding cuts, we have worked very hard to ensure that we continue to offer an inspiring, challenging, academic curriculum at Reading School. Key features include a wide variety of Ancient and Modern Languages. Separate Sciences from Year 7 onwards, a three year Key Stage 4, a GCSE programme that enables the vast majority to gain the English Baccalaureate and a rich Sixth Form Curriculum which includes Further Maths as well as Latin, Spanish and Computing.

At Reading School we focus on offering and delivering a curriculum which provides a rich framework for Learning, focusing on:

- **Intent** – including the required knowledge and understanding to be gained in each subjects, and every stage.
- **Implementation** – translating the curriculum framework which sets out the aims of our programme for education over time into a stable, sustainable structure and narrative.
- **Impact** – evaluating what knowledge and understanding our students have gained linked to expectations.

In addition, additional activities and educational visits clearly enhance and enrich the curriculum, including our Inspire Lecture Series, sports, music, public speaking and community service. At Reading School, we seek to offer and successfully deliver a broad, balanced yet appropriately specialist academic curriculum.



The Floreat Programme has been inspired by the Hutchins School, Power of 9 approach. We look forward to welcoming our visitors from Tasmania later this term so they can once again share outstanding practice relating to Character Education and 'Building Good Men'.

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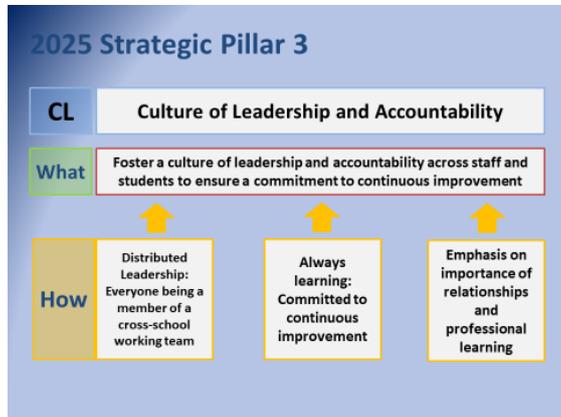
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Strategic Pillar 3: Leadership



Leadership comes from staff and students. It includes the day school and boarding community.

Nathan Galpin, School Captain, and his Senior Student Leadership Team, are fully committed to continuing the inspirational work of the Charity Committee, focusing on local, national and international charities. The House System is crucial in developing this strategic pillar.

Our vision is to create fine young men, compassionate and able to work with and for others. In order to achieve this vision we seek to nurture and develop young people who have the potential and attitude to ensure positive impact.



Students and staff volunteers working on Phase 2 of the Future Stories Project

Our approach is shaped by the belief and desire that all Reading School students become outstanding men of character – role models and ambassadors who will go on to have a lasting, positive impact.



Student volunteers at Fountain of Life Orphanage, Thailand.

Boarding

Our boarders are not only real characters but they also are excellent at developing character. They are often champions of character as shown in the outcomes of the February 2017 Boarding Ofsted Inspection. Every student at Reading School is special. Perhaps the boarders are more special than others and perhaps new boarders are most special of all. We welcome our new junior boarders (in Years 7, 8 and 9) and new Year 12 boarders to Reading School. We must not rest on our laurels of the outstanding Ofsted Inspection in February 2017 and we are looking forward to working with the 80+ boarders in ensuring we continue to make progress and go from strength to strength. We want our boarders to lead and lead by example through the prefect system and ensuring community life is harmonious.



Our new Junior and Year 12 Boarders



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Strategic Pillar 4: Partnerships

A further key strategic pillar is linked to the development of sustainable partnerships. In the 2017 Michaelmas Term, we welcome visits from students and staff from our partner schools in Denmark and Australia.

Locally, we will continue to develop partnerships with local primary schools, emphasising our Future Stories programme, part funded by the Old Redingensians Association, along with the Inspire Lecture Series. Crucially, our partnership with Reading Foundation maximises opportunities for our students, especially through the Reading Foundation Award Scheme.



Of course, a crucial partnership is between Reading School and Parents. This is evident through the outstanding work of the RSPA (Reading School Parents’ Association). I hope that as many parents as possible can support the work of the RSPA.

Teamwork



Some of our outstanding Associate Staff (Admin)

The Reading School family is characterised by effective teamwork, especially our conscientious and professional Associate Staff. Thank you to Ms Amanda Snow, School Business Manager, and her team in ensuring the completion of the Philip Mitchell Science Centre, the Huggins Fitness Suite, improvements to Boarding facilities, and the transformation of the new History Department suite of classrooms.

Guided by the Governing Body, led by the Chair of Governors, Mr Robert Kenwick, Reading School is always striving to improve facilities to ensure our students experience modern education within the Victorian Waterhouse inspired setting. Congratulations to Mr Steve Vale, Clerk to the Governing Body, for his recent commendation at national level achieved for his outstanding work as clerk.

In addition, without the excellent work of the Associate staff, the school would not be able to function properly. Furthermore, the Estates Team ensure the safety of your son and I thank them for all their work over the summer.

Collaboration

According to Adair:

The six most important words.... ‘I admit I made a mistake’

The five most important words... ‘I am proud of you’

The four most important words... ‘What is your opinion?’

The three most important words... ‘If you please’

The two most important words... ‘Thank you’

The one most important word... ‘We’



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Organisations need to be built on sound foundations so that high performance can be sustained. This can only become a reality if we work together.

- We need to have an ambitious vision to be a world leading institution
- We need to be rooted in a core purpose to deliver inspirational teaching resulting in outstanding outcomes and develop young men of character and compassion.
- We need to be a magnet for talent, loyal to our vision and core purpose.
- We need to demonstrate the positive impact of collaboration, partnership and teamwork.

As members of the Reading School family working towards the same goal, the academic success and personal development of your son, it is vital that we communicate regularly and effectively. Without parental support, we would not be able to offer our extensive co-curricular programme. I value greatly the contributions in terms of time and in other ways that parents give to Reading School. If you are pleased that you and your son are part of the Reading School family then you may wish to show this appreciation by completing the Ofsted Parent View and/or writing to myself or the Chair of Governors.

Communication

We are always seeking to improve communication. For instance, we have launched a new school website: www.reading-school.co.uk this week. Regular news stories are placed on the website and parents are encouraged to access the various Reading School social media accounts. Also, I send out a weekly bulletin to parents and students every Friday during term time.

As part of the Reading School family, it is important that parents, as well as students, are engaged and fully supportive of the values, ethos and policies of the school. I have a responsibility and am accountable for the safety and well-being of your son and greatly value the support of parents in reinforcing the expectations of high standards of behaviour at all times, excellent attendance, attitude and appearance. Your son should be a role model and an ambassador and I thank you for supporting our drive for excellent behaviour.



*Inaugural Laud House Captain,
Seth Peiris and family,
celebrating A Level success*

I look forward to working in partnership with parents, governors, staff and, most importantly, students, to ensure that we continue to enjoy sustained high performance. I am sure I will meet many of you at the plethora of events throughout the next academic year.

Yours sincerely,

Mr AM Robson
Headmaster

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