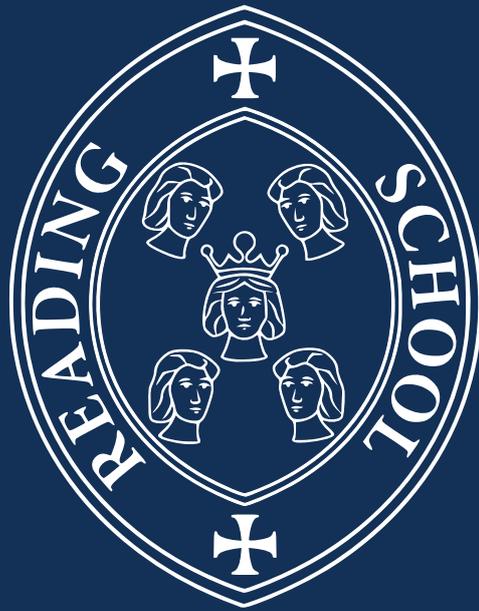


STRATEGIC DEVELOPMENT PLAN 2020-2025

Developing Academic Excellence and Building Good Men



READING SCHOOL



Reading School Vision

In 2025 Reading School will be a flourishing world-leading institution developing academic excellence and building good men; a powerhouse of sustained high performance, delivering a high-quality curriculum, championing character and enhancing social mobility.

Values

The Via Redingensis is shaped by our four core values. Our values represent the aspirations of our individual and collective behaviour. In order to achieve the vision, we have set for 2025 and beyond, we place these positive values at the heart of the Reading Way. Our staff, students and partners will be engaged through a positive culture of commitment strengthened by the values excellence, integrity, leadership and community.

Reading School Values



Excellence

We aim high and develop curriculum ambitions that enable dreams to be achieved.

We commit to pursuing excellence, with feet firmly on the ground.

We strive to be the best we can be, for others.



Integrity

We build good men of principle and character.

We believe in the importance of well-being.

We seek to safeguard all so that that 'heart speaks to heart.

We earn respect and trust when we go the extra mile.

We strive to be respectful, honest and accountable.



Leadership

We lead with passion, purpose and authenticity.

We view leadership as service and put people first so that they can make a difference

We build an organisational culture of commitment and compassion.

We nurture cultural architects who drive behaviours and produces results.



Community

We focus on social mobility and building cultural capital

We champion collaboration and teamwork

We build and maintain local and global partnerships.



Organising Framework

The Reading Way organising framework is influenced by the principles of Bowen and MacNeice (2017), Hughes (2018), Cummins (2019) and Blatchford (2020). We acknowledge that the framework borrows key aspects of their perspectives. We also acknowledge the input of our partners such as Hutchins School, Auckland Grammar School, Lunhua Education and Rain Edge High School for their approaches to strategic development, vision, values and continuous improvement.

It is evident that the context of the Reading Way is of value when considering how the elements of the framework complement each other. Elements of well-being such as meaningful and dignified work, community, cultural diversity and resilience,

educational attainment, engagement, physical and mental health, workload, optimism and social freedom are incorporated into the approach of both 2020–2025 Strategic Development Plan and the 2020–2021 Annual Operational Plan.

The following principles influence our considered approach

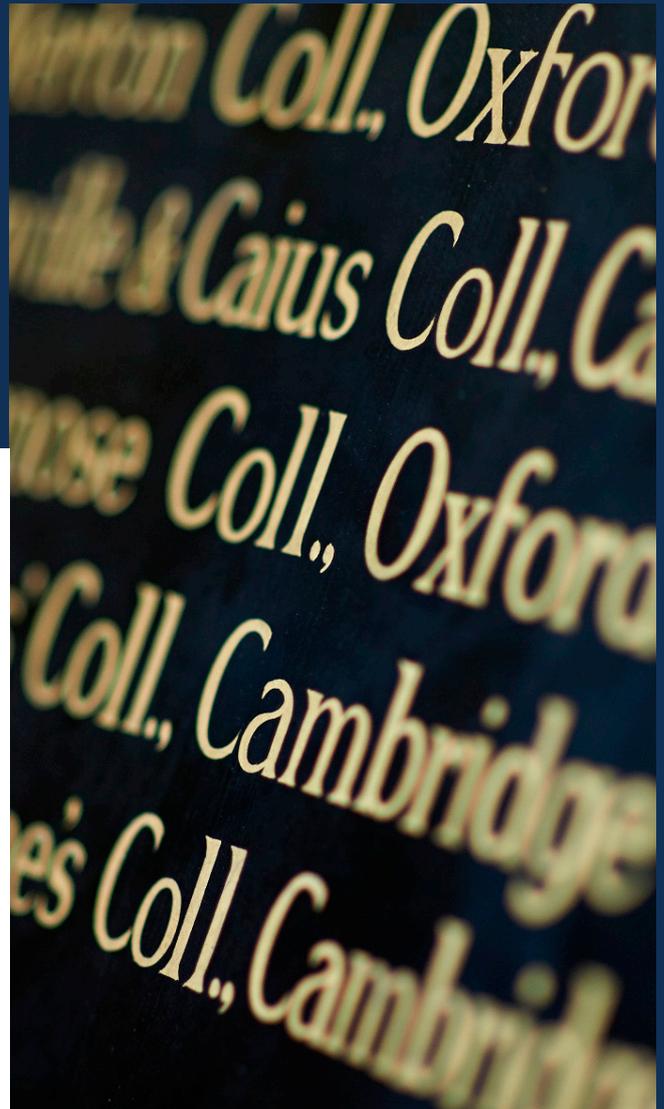
- People first then process.
- People relates to behaviour and culture.
- Process relates to mechanical areas of organisation

Sustained high performance comes through working across the elements of plan, priorities, people and process. Consistency and alignment are necessary in order to secure systemic and structural advantage.



“The Romans were simply doing what all wise rulers must: not restricting themselves to dealing with present threats but using every means at their disposal to foresee and forestall future problems as well. Seen in advance, trouble is easily dealt with; wait until it’s on top of you and your reaction will be too late, the malaise is already irreversible.”

Machiavelli IL Principle



“Each time a person stands up for an ideal, or acts to improve the lot of others, they send forth a tiny ripple of hope... These ripples build a current which can sweep down the mightiest walls of oppression and resistance.”

Robert F Kennedy



Plan

Our strategic development plan, alongside the Annual Operational Plan articulates and communicates our ambitious vision. This direction, stretch, purpose and inspiration are provided. In order to maintain a clarity of direction there is a focus on

- * What we are looking to achieve
- * Why we are looking to achieve it
- * How we are going to get there

The strategic plan enables us to set the direction of how the organisation moves forward and the plan summarises and reminds people the aims for the principles and strategies developed to achieve this. The plan encapsulates and articulates strategic direction as it is important to have clear, powerful direction which enables the alignment of actions and decisions.



Priorities

20 by 25. The Strategic Development Plan 2020-2025 seeks to give clarity of medium-term organisation-wide focus. It demonstrates strength of character and commitment to our vision.

People

Who are we and where we want to go.

Our focus on people defines the way in which leaders and indeed teams work together across the organisation.

Optimism, kindness, well-being, resilience, authentic leadership, non-negotiable key behaviours and cultural compatibility are key elements to this aspect of the framework. The values should be lived. Students and staff should be held to those standards. There needs to be a fit and a key criterion for both recruitment and progression.

The compliance and governance models seek to create an environment that enables sustained performance. It explicitly links to the defining and implementation of the Via Redingensis which incorporates a behavioural code which translates values into standards for how people behave and act.

Process

How we do things.

Processes should be purposeful and outcome -oriented in order to maximise effectiveness, efficiency and positive impact.

Processes also influence organisational structure. It is important to show an awareness of the value of processes that enable the turning of ambitious plans into concrete actions that deliver results.

This requires adaptation and alignment against objective, benchmarked standards and results will come about by design rather than accident



Strategic Priority Excellence

Imaginative. Inquisitive. Accountable.

1.

Be a powerhouse of curriculum ambition, imagination, quality and excellence.

2.

Nurture a team of professional teachers who inspire students with a love of their subjects and a spirit of passion, performance and inquisitiveness.

3.

Deliver sustained high performance through a positive culture of commitment that encourages ambition, talent and intellectual curiosity and enables all students to be inquisitive and recognise excellence in learning is attainable.

4.

Create the cultural conditions that combine academic excellence with well-being through the expectations that all who study or work at Reading School will aspire to the very best, holding themselves to account and fulfilling their potential.

5.

Develop a robust quality assurance programme, benchmarking standards against national and international measures of excellence and learning from other organisations of sustained outstanding performance resulting in direction, alignment and commitment.

Strategic Priority Integrity

Honest. Positive. Courageous.

1.

Build Good Men who are authentic in their behaviours and earn respect, show respect and put their heart into everything.

2.

Build persons of character who are kind, compassionate and display positive attitudes, strengthening resilience and seek positive mental health and wellness.

3.

Champion a commitment culture through the embedding of a co-curricular programme that engages students to commit to personal development and the nurturing of cultural capital.

4.

Champion a culture of well-being, courage and resilience so that all who work and study at Reading School align actions and words with our shared values.

5.

Foster a community which builds a safeguarding culture built on positive relationships between staff and students and between the students themselves.

Strategic Priority Leadership

Collaborative. Considerate. Generous.

1.

Collaborate for the common good with a sense of purpose to enable improved social mobility, enhancing the life chances of local, disadvantaged young people through school policies and initiatives that reflect solidarity with the disadvantaged and our dedication to service.

2.

Devise and implement models of leadership that emphasise the importance of service and cultural architects.

3.

Demonstrate authenticity and accountability regarding performance complemented by a sense of compassion and consideration for the well-being of others, linked to behaviour and systems.

4.

Deliver on the creation of a team first approach working with and for others, in order to ensure well-being of students and staff. (House system, Middle Leadership, Sixth Form)

5.

Ensure effective stewardship and governance of operations and financial resources to go beyond compliance and enable sustainable development.

Strategic Priority Community

Receptive. Open. Outward-facing

1.

Cultivate a collaborative school community that inspires, where opportunities abound, talent is nurtured and characters are formed.

2.

Build a vibrant Boarding community by developing healthy friendships, self-respect, self-confidence and a promise to serve one another.

3.

Build a network of local partnerships based on trust that enable human flourishing, nurture service, philanthropy and well-being including the Reading Foundation, Parents, Alumni and other organisations.

4.

Build a network of national partnerships to drive learning from best practice and enable continuous improvement.

5.

Nurture sustainable international partnerships that enable the dissemination and further development of the Reading Way.

