



# READ SCHOOL

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## Annual Report 2022-2023

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## **Introduction from the Chair of Governors**

Dear Parents and Guardians,

Once more, I am delighted to present the Annual Report of the Board of Governors for the academic year 2022-2023. At Read School, our strong progress in the work to strengthen the culture of continuous improvement in everything we do and to ensure that we provide an inclusive approach, distinctive family ethos, a strong sense of community and tradition of nurturing the individual gifts and talents of every pupil has continued to be demonstrated.

We have made encouraging progress towards the long-term financial stability and longevity of Read School, whilst coping with significant inflation and now focussing on the challenges which may lie ahead and the strategies we may need to employ to counter them. In this respect, the financial strength of the school remains a key priority, especially in the light of political risks which have recently included possible changes to the charitable status of independent schools and the charging of VAT on school fees. Whilst the risk of loss of charitable status appears to have reduced, the possible charging of VAT on school fees remains. We are closely monitoring these risks and are reviewing the related advice given by the professional bodies which support independent schools. We will provide further updates on these matters in due course, as the risks become more clearly defined.

In this annual report, we have provided updates on the progress we have made in many areas and have again highlighted some wonderful achievements by our students. Our short and longer-term plans for further improvements, which take account of the continuing inputs we have received from yourselves, students and staff, have also been updated.

### **Progress Highlights 2022 -2023**

This year saw excellent student performances in all part of the school. The A-level and GCSE results were particularly encouraging, following the return to normalised sitting of examinations and national moderation of grades awarded. Our students achieved very strong average results compared to national and Yorkshire and Humberside averages. Great improvements have also been made in the Junior School using the Rising Stars Hodder tracking system to track pupil progress more effectively and SATS results for Year 6 pupils were also ahead of national averages.

With the lifting of Covid restrictions, it has been possible to restore a full co-curricular programme, with particularly notable successes in the CCF, Duke of Edinburgh Awards, a wide variety of sports, performing and creative arts, educational visits and trips, careers fairs and advice and the evening lecture programme.

### **Key Investments 2022-2023**

Key investments included:

- Completion of the front field refurbishment to an excellent standard;
- Front field pavilion refurbishment;
- Replacement of the laboratory gas system, with full safety facilities included;
- Drama studio floor and facilities;
- Sick bay refurbishment, and;
- Improving the Head's House driveway.

### **Looking Forward to 2023-24**

Plans include:

- Sustained growth in the pupil roll to achieve budget targets (265 by August 2024);

- Continuous improvement in strong financial management, with the appointment of Mr Scott Hunter as our new Bursar early in the year;
- Further Read School Enterprises contributions (facilities lettings) as a supporting revenue stream;
- Growth of Boarding, Sixth Form and Junior School;
- Where cash flow allows, renewed focus on refurbishment and investment in infrastructure in the following key areas:
  - Sports changing rooms;
  - Boys' boarding facilities;
  - Eco-energy review of existing facilities and optimise (including further LED lighting);
  - External toilets installation;
  - Car parking;
  - Reception area upgrade;
  - Further accessibility improvements;
  - Rear sports field.

## **Funding of Investments**

Investment in improvements, following the years of a declining pupil roll, have been challenging but the school has had some wonderful support with grants and very generous donations from the Draxonians, the PFA and others. The strong growth in the pupil roll, even throughout the Covid pandemic, is starting to have a very good impact on the school's finances but further growth is still required, especially with boarding and facility hire. Managing the cash flow will remain very important and investments will be funded in strict priority order, except where specific donations make the early delivery of specific projects possible.

## **The School Improvement Plan and the Strategic Plan**

The School Improvement Plan and Strategic Plan have been updated and attached to this report. The plans will be further adjusted as the work to review the new ISI Inspection Framework (issued September 2023) is completed and the possible risks associated with VAT and school fees have been more clearly identified. Strong financial management and performance will be key factors in our plans.

Yours sincerely,



**Brian A Watt**  
**Chair of the Board of Governors**

## Head's Report

I am pleased to share this 2022-2023 annual report with you, reflecting another busy and successful year for Read School. With the pandemic behind us and recognising the fact that it has changed lives forever, we rejoiced in our first uninterrupted year of normality in two years, revelling in the joy of sports fixtures, concerts and events back in school. The activities and initiatives described in this report demonstrate that Read School not only bounced back post-pandemic but is genuinely thriving.

We owe this to our outstanding and very special staff team and I'd like to take this opportunity to thank all teaching and support staff for their individual excellence, hard work and tireless commitment throughout the year. At the outset of the year, we welcomed several new colleagues, including Mrs Annette Oliver (Head of Classics and Assistant Head Sixth Form) who returned to Read from Wakefield Girls' High School, Dr Phil Armstrong (A-level Economics), Mrs Susie Black (Drama and English), Mr Simon Franks (Computer Science), Mr Mark Perkins (History and rugby) and Mrs Vicky Burnell (Lower Junior School). We like to say at Read that 'you are never new for long' and this applies as much to staff as it does to pupils. All of these new colleagues hit the ground running and made so many contributions throughout the year.

The first week of the new academic year was overshadowed by the passing of Her Majesty Queen Elizabeth II and Read School observed the sombre occasion with assemblies focusing on the late Queen's inspirational and selfless dedication to public service throughout her reign, a two-minute silence prior to sports fixtures and an online book of condolence. As ever, we were incredibly proud of Read pupils who behaved impeccably and with the utmost respect, contributing many thoughtful and poignant pieces of artwork and writing to our many displays around school. We reflected that we believe that Her Majesty would very much have approved of Read School, its ethos and endeavours!

### Independent Schools Inspectorate (ISI) Inspection

In October 2022 the School underwent a full ISI (independent schools' Ofsted equivalent) Compliance Inspection, our first since March 2018. A Focused Compliance Inspection looks at the requirements of the statutory framework for education and decides whether the school is meeting expectations. This is a binary inspection and is therefore graded as a 'pass' or a 'fail' and, following a rigorous inspection process, we were delighted to be advised that Read School had met all of the statutory requirements, including the National Minimum Standards (NMS) for our boarding and medical facilities. In particular, we were very grateful to parents for their positive endorsement of the School in the ISI parent survey and the extremely high overall satisfaction rate of 97%. Recommendations from the inspection team were noted and opportunities for further improvements incorporated into our attached School Improvement Plan. Recognising the value of constructive parental feedback, a new survey will be sent to parents later this term, although feedback is, of course, welcome at any time.

### Lower Junior School

Turning to the accomplishments of 2022-2023 and starting at the youngest end of the School, our Lower Juniors pupils in Reception to Year 2 had an extraordinary year packed full of creative learning and activities from hatching dragon eggs and butterflies to handling live bugs at their *Bug Fest*.

Lower Junior School pupils enjoy a very vibrant and rich curriculum which includes enrichment subjects such as PE, Music and Mandarin alongside core subjects and benefit from the expertise of Senior School teachers as well as their own stellar teaching team. Additional to the opportunity for many integrated activities with the Upper Junior School, Lower Juniors pupils again participated this year in many of our whole-school activities, from Languages Day, the Moloney Trust competition, the Christmas Fayre, our whole school services at St Peter and Paul Church, Drax and, of course, the annual Talent Show where they again stole the show!

## Upper Junior School

Pupils in Upper Junior School had an equally kaleidoscopic year with a variety of fun and engaging activities both inside and outside the classroom: Harvest festival, Family workshops for each class, a themed Harry Potter Day, Young Voices, Countryside Learning visit, World Book Day, a trip to Yorkshire Water for Year 5 and to the York Castle Museum for Year 6...to name but a few!

Year 6 pupils again loved their Science lessons in Senior School laboratories, reinforcing the benefits of being in an all-through school. Mr Hill and Mrs Campbell and the team stretched and challenged our youngest athletes with a full programme of rugby, football, cricket and hockey, netball and rounders as well as athletics and cross country interspersed throughout and, as ever our pupils did us proud, not just in the number of wins notched up but in the great sportsmanship displayed. One of the highlights of the School year was the East Barnby Residential trip which provided the perfect antidote to the hard work of SATS and end of year assessments while the summer concert in the last week of term rounded off the year nicely and again demonstrated the extent to which Junior School children had grown in confidence (as well as height!) throughout the year.

Pupils in Years 6 again had the opportunity to complete the *Arts Discover Award* - an introductory award that is certificated by Trinity College, London. Pupils were introduced to the instruments of the woodwind family, given the opportunity to try one and also to learn about musicians who play these instruments professionally, in a range of different scenarios.

Junior School pupils from Reception to Year 6 benefitted from new play equipment, kindly funded by the PFA while play areas also benefitted from new fencing and a buddy bench. A further generous donation by the PFA purchased new chrome books in time for the start of the new academic year.

## Academic Examination Results

'*The work of the School is not subservient to the mere passing of examinations*' states the 1923 Draxonian magazine and this certainly reflects the School's enduring commitment to providing a broad and rich education for our children. Nevertheless, academic achievement remains central to all of our endeavours and we strive to ensure that all pupils achieve their full academic potential while developing confidence and skills outside the classroom that will be invaluable in later life. It was therefore very pleasing to see the excellent results recorded in both Junior and Senior Schools this year, a year when grade boundaries rose and the media portrayed student disappointment across the country.

### Junior School Attainment

Pupils in the Junior School completed termly assessments using the Hodder Rising Stars programme and these were invaluable to teachers and parents in being able to track pupil academic progress throughout Key Stages 1 & 2. With the small class sizes, which we are keen to maintain at Read School, all pupils can be supported, stretched or challenged according to their individual needs.

A recent YouGov survey suggested that mainstream primary school SATs create undue pressure for teachers and pupils, leading to a narrowing of the curriculum being taught. Nothing could be further from the truth in the Read Junior School, where pupils enjoy sports, creative and performing arts and languages, as well as a wide array of extra-curricular opportunities, alongside core national curriculum subjects. Independent schools can choose whether to take part in SATs and indeed Read was one of only 253 (out of around 1400 eligible) independent schools administering Key Stage 2 SATs this year. So, balancing careful preparation for the summer exams with pupil wellbeing and enjoyment, Mr Hill's Year 6 class sat the national tests at the outset of the Summer Term and, pleasingly, again recorded an excellent set of SATS results, with both Maths and English results significantly above national averages.

### Senior School Attainment

At GCSE we achieved 87% of GCSE passes at grade 4 or above with 43% of awarded grades at 9-6 (A\*-B). This compared extremely favourably with the national average GCSE pass rate of 67.8% and 64% in Yorkshire & Humber.

For the fifth consecutive year, Year 13 pupils achieved a 100% pass rate for A-level and BTEC with 84% of passes at A\* - C grades. We were particularly thrilled that all students who applied to university, achieved their **first** choice of place and are going onto study a variety of degree courses, including English, Engineering, Psychology and Real Estate. Over fifty percent of our students obtained places at Russell Group universities. Head Boy, Zach Lewis fulfilled his ambition to study Sports Management at Loughborough University with AAC grades and Head Girl, Dina Wu who achieved A\*A\*AA will take a gap year before heading to university to read Economics and Finance.

For pupils throughout the Senior School, academic attainment was tracked and monitored via flight paths, following CEM targets and individual pupil progress communicated via parent evenings and reports. The Read teachers' mantra is to 'leave no stone unturned' which means that individual interventions for pupils who are struggling or not putting in the required amount of effort, are deployed without hesitation, with close parent communication and involvement being critical at all stages. Awards for academic achievement and effort were distributed at the annual Commemoration Day prize giving ceremony.

At Read School we are very proud of our broad curriculum, which includes several subjects not typically offered in independent schools. This year we added Economics and Classical Civilisation to our A-level subject portfolio, whilst also introducing a Creative iMedia GCSE, reflecting our commitment to excellence in Science, Technology, Engineering, and Mathematics (STEM) to meet the growing impacts of technological developments in the workplace. Three BTEC programmes are now firmly established in the Sixth Form portfolio and we also introduced a qualification in Functional Skills Maths which now sits alongside the ASDAN practical skills qualification as an alternative and 'safety net' to GCSEs.

### Pupil Stretch and Challenge

Read School's small class sizes and a high teacher to pupil ratio provide opportunities for supporting individual pupils as required, as well as stretching and challenging our gifted and talented students. Our teachers exhibit a genuine passion for their subject and this is evident in the different opportunities offered to pupils to participate in external challenges and competitions. These were abundant in 2022-2023 and included participation in a *World Athletics Day Competition* for Upper Juniors' pupils and the *UKMT Maths Challenge* for pupils from Year 6 to Year 10. Two Read pupils, Finley Woodroffe (Year 9) and Maksym Bondarchuk (Year 10) achieved high national ranking with their respective awards: merit (Grey Kangaroo Challenge) and distinction (Hamilton Olympiad) and both pupils achieved top grade 9 (A\*\*) awards taking early examinations in GCSE Mathematics this summer.

Computer Science pupils in Years 6-11 participated in the Oxford University Bebras Computing Challenge and we were delighted with the effort levels and the performance of our small cohort.

Meanwhile National Science Week provided the opportunity for our talented Science team to take practical experiments for pupils of all ages to a whole new level, as chronicled in their Instagram feed [https://www.instagram.com/science\\_readschool/](https://www.instagram.com/science_readschool/).

The Creative Arts department has long been committed to providing opportunities for our gifted cooks, designers and artists outside the curriculum and our pupils' achievements can be followed in the termly Creative Arts newsletter and on Instagram [https://www.instagram.com/read\\_creative\\_arts/](https://www.instagram.com/read_creative_arts/)

A new venture this year was our Evening Lecture Series, designed to offer academic inspiration, showcase the talents of Read teachers and broaden and enrich our collective education. Our three inaugural talks were as varied as they were fascinating, covering some diverse topics: 'The Beauty in the Breaking' (Mrs Oliver), 'The History of Money' (Dr Phil Armstrong) and 'Pharmaceutical Drug Development' (Mr Woods). The lecture series will continue this year and are open to pupils, parents, Draxonians and the local community. Every day is a school day!

## Enrichment Programme

As ever, our senior students leave Read with much more than grades and 2022-2023 was certainly a stellar year for extracurricular activities with a myriad of opportunities for confidence development and skills building.

The Combined Cadet Force (CCF) underwent a wholesale restructure with a complete change of staff. Miss Rothwell assumed the post of Contingent Commander, Miss Hutchinson took up command of the Army section and Mrs Oliver the RAF, ably supported by an extended team of teachers and an able group of adult volunteers. CCF cadets benefitted this year from a rejuvenated curriculum with a focus on skills development and pupil progression and enjoyment. New challenges included participating in the Black Rat Challenge, exercises to build fire craft, skills at arms, navigation and survival skills, STEM activities, cooking out in the field, first aid and flying and gliding opportunities for RAF cadets. We were awarded a CCF grant which made it possible to purchase new CCF equipment including a flight simulator for the RAF.

Read School is proud to be a Licensed Organisation for the Duke of Edinburgh Award Scheme and this year the Programme went from strength to strength with thirty-two pupils completing the Bronze award, seventeen pupil achieving Silver and a further six the prestigious Gold award, and many more pupils completing the expeditions and working towards full award completion. This is significant accomplishment for a school of our size and I am very grateful to Miss Rothwell for the superb leadership of our adventurous activities programme and to the many staff (and parent volunteers) who give up their free time to run weekend expeditions. Going forward we will increasingly explore synergies with the Combined Cadet Force syllabus and in 2023-2024 Year 9 cadets will be able to complete the Bronze award via the CCF, thereby reducing costs for parents.

## Sport

2022-2023 was another fantastic year of sport at Read – in all sections of the school – and here, we continued to ‘punch above our weight’, competing and often winning against much bigger schools with a considerably larger pool of players. The Read sports team admirably balance the need to compete against larger schools while giving as many pupils as possible the opportunity to play in fixtures and it is wonderful that again most pupils had the opportunity to represent the School in sport at some point in the year. Notable achievements of the year included success in several external league competitions, winning the U14 netball tour and expanding the girls’ sport repertoire to include cricket and football.

Our links with Selby RUFC were strengthened as the Club prepared to celebrate its 90<sup>th</sup> year of existence and Read participated in a good many events, including a Sponsors’ day for parents and Draxonians and sponsorship of the annual Minis Festival tournament. In recognition of the School’s pivotal role in the Club’s foundation and the historical association of School and Club, we are very proud of this longstanding partnership and pleased to be sponsoring the 1<sup>st</sup> XV team kit next year.

Following a year-long fundraising campaign and team effort to renovate the front field, the project finally came to glorious fulfilment in time for the summer cricket season and the annual *Peter Watt Memorial Cricket Match*, traditionally played on the eve of Commemoration Day. We are so very grateful to the project’s many benefactors for their generosity and time, not least Draxonian and sports turf agronomist, Mark Atkins for his efforts and expertise in ensuring a quality front field and exceptional sports pitches for many years to come.

## Performing & Creative Arts

Performing Arts at Read School again went from strength to strength this year, in all sections of the School. In December the Upper Junior School performed ‘*Hoodwinked*’, which went down a storm with the audience on both performance nights. From the leading roles of Robin Hood, Maid Marion and the dastardly Sheriff of Nottingham, to the Merry Men, through to the villagers and friars, each and every child in Upper Juniors participated with joy and enthusiasm. Meanwhile the Lower Junior School children delivered a superb production of ‘*Baarmy Bethlehem*’ – a Christmas nativity with a twist.

In the Senior School, new Drama teacher, Mrs Black had a baptism by fire with a Senior School production of *Grease* to direct. What a successful show this was – even if male lead, Jack gave us the fright of our lives with a bad skiing accident just a few weeks before showtime! Draxonian Francesca Turton saved the day and the show went on! The earliest recorded dramatic productions at Read School date back to 1928 and we have many photographs of great plays and performances from Read’s Grammar School days. I am sure that our Read ancestors would be very satisfied with the enduring strength of Drama at Read School, from Junior to Senior School where the record take up of GCSE Drama is a testament to the talents of our pupils and the hard work of our Performing Arts staff team.

Music also thrived in school in 2002-2023 under the direction of Mrs Crompton, with a number of musical events taking place in school including two Christmas concerts, the annual Moloney Trust competition, a Talent Show, our Summer Evening of Drama and Music as well as numerous church services and choral performances at Open Days. We were very grateful for the continued support of the Moloney Trust which who again made further generous donations this year towards musical resources. A new partnership was developed with Selby Abbey, starting with a lunchtime Christmas music recital and ending with five pupils being selected as choristers for the forthcoming year. In July we said goodbye to several talented musicians leaving the School but with so much talent coming up through the School and almost a hundred pupils taking music lessons in school, the musical future of the School would appear to be assured for a long time to come.

### **Educational Visits and Trips**

At Read School we embrace learning outside the classroom and 2022-2023 was certainly a successful year of educational trips and visits and back, post-pandemic, to ‘Read speed’.

Junior School enjoyed trips to the Castle Museum, Countryside Learning, Yorkshire water, *Young Voices* and a residential visit to the East Barnby educational centre near Sandsend in North Yorkshire. In Senior School, Creative & Performing Arts pupils visited London, the Yorkshire Sculpture Park and participated in various theatre trips and culinary challenges. In addition to visits to Oxford University and the Warwick Annual Drama Festival, we also ran overseas trips to Iceland, Pompeii and Normandy. As I write, a Senior School expedition has just returned from an educationally-packed visit to Iceland and planning is already underway for upcoming trips to Rome, Barcelona and Norway.

### **Careers Education and Work Experience**

Developing the skills and enablement needed for the workplace has always been a key aim of Read School and in March 2023 it was wonderful to bring back the Read Careers Fair which was attended by over fifty local and national businesses. Our attendees, including several Read parents and Draxonians, were very gracious with their time and advice and the afternoon was thoroughly enjoyed by pupils from Lower Juniors up to Sixth Form. Careers lead, Mrs Kavanagh, who organised the event was also able to set up work experience programmes for keen Sixth Formers and this is an area that we would very much like to develop going forward. We are always looking for representative from different industries to talk to students who also had some fabulous opportunities to hear from STEM ambassadors in Science and Computer Science over the course of the year. Membership of our LinkedIn Read Business Network increases every year and is a great resource for our pupils and careers team: <https://www.linkedin.com/groups/12125391/>

### **Pupil Roll**

We started in September 2022 with a pupil roll of 242 and ended with 265 pupils (95% day and 5% boarding pupils). New pupil enrolment still comes mainly from recommendations by past and present parents and we remain very grateful for all referrals.

With only partial occupancy on our Boarding House, we have opportunities for expansion and this year we will be seeking to ensure that parents of day pupils are aware of the flexi and weekly boarding options available to them. Following last year’s upgrades to the girls’ boarding rooms, further investment is planned for boys’ boarding over the coming year.



Our international diversity has always been one of the unique aspects of our small Yorkshire school and this year we hosted several visits from Spanish students from the Agora International group, providing an excellent cultural immersion opportunity for Read and visiting pupils alike. In the Summer Term we also welcomed six pupils from France and Italy, the youngest of whom was in Year 3 and how wonderful to see friendships evolve and language skills develop so much so that one student, Louise from France, decided to return to Read for Sixth Form!

### **Charitable Giving**

Charitable fundraising was another achievement and numerous charities were supported by the School throughout the year. The Music Department donates all proceeds from concerts to Dementia UK and has now raised well over £1,100 for this worthy cause. Meanwhile Emma and Annabelle in Year 9 raised over £1,000 through a series of enterprising hub sales for Macmillan Cancer.

### **Parents and Friends Association (PFA)**

I would like to thank the PFA for their continued support of the School throughout the past year and for becoming such an integral part of our school tapestry. The skillsets and professionalism of the PFA team offer enormous benefit to the School and are evident in the calibre of the many events that the team have run throughout the year, not least the Christmas Ball which has become a key fixture in the December calendar. Barely a school event has gone by this year without the PFA having a presence – drama and musical performances, Sixth Form Quiz night and the Artisan market to name but a few. It does seem that the bar gets raised a little higher each year and new events, such as the Fashion Night are added. The fundraising efforts of the PFA fund many ‘extras’ for our pupils – e.g. chrome books and play equipment for Junior School and resources for Science week and we are profoundly grateful for this. Watch this space as the PFA embarks on an exciting new project to revitalise our main school car park and build a community garden!

We are truly blessed to have such a supportive parent community and I am so appreciative of the many acts of kindness from parents last year – not least Mrs Boldan’s redecoration of Moloney Hall bathrooms and painstaking reupholstery of the Memorial library chairs!

### **School Operations**

Considerable investment was made this year in school maintenance and infrastructure, including the refurbishment of the Performing Arts studio, installation of a new and upgraded gas system for the Read Block Science laboratories, the refurbishment of our Norfolk House Sick Bay, refurbishment and a re-surfaced Head’s House driveway to name but a few.

Read School Enterprises, which manages the rental of school facilities after hours and during school holidays had a very successful year with a steady stream of cricket and football teams letting the sports hall and MUGA. This provides additional revenue for the School to be reinvested in vital maintenance and upgrade projects.

### **Priorities for the New Academic Year**

Against the backdrop of a highly successful 2022-2023, we are now striving to ensure that 2023-2024 is even better and that the future of Read School, now in its 357<sup>th</sup> year, is assured for many years to come.

At a strategic level, as outlined above by the Chair of Governors, we will be navigating the political landscape and, in particular, looking at ways in which the School can potentially mitigate the impact of VAT on school fees. Here we must ‘plan for the worst and work for the best’ and we all have a role to play in this.

At an operational level, our priority is to ensure that Read pupils continue to benefit from the best quality education with priority given to academic fulfilment, skills development and wellbeing enhancement and that parents continue to receive best value for their investment in a Read School education.

Notwithstanding the headwinds beyond our control, I firmly believe that we have a staff, governor and parent team that is well able to address these challenges, to face whatever lies ahead and to be able realise the many benefits we can achieve together for all our pupils and the future of Read School.

Our 2023-2024 School Improvement Plan has now been updated and is included as part of this Annual Report. I look forward to your feedback on this in our upcoming survey and future consultation.

With every best wish,

A handwritten signature in black ink that reads "Ruth Ainley". The signature is written in a cursive style with a long, sweeping tail on the final letter.

Mrs Ruth Ainley  
Head

Link to Commemoration Day Service July 2023

<https://www.youtube.com/watch?v=0ZAUqJAA8M&t=13s>

## History, Mission, Values and Vision

### Background and History of Read School, Drax

Read School was founded from the endowment declared in the will of Charles Reade dated 1667. The school, erected at Drax, was designed as a free school, for the habituation of the schoolmaster *“to instruct the children of the parish without charge, to read, write and cast accounts, and further to teach them Latin, Greek and Hebrew, and other languages as occasion should require”*.

From 1902 until 1967 the school was known as Drax Grammar School and was a voluntary aided grammar school serving the Selby and Goole areas. In 1967, a decision was taken to extend the schools in Selby and the governors at Read School had to decide whether to become independent or to close the school. The decision for independence followed and the school became known as Read School. Well-known and respected in the area, Read School is now a fully co-educational, boarding and day school, taking children from the ages of 4 to 18. A wide range of academic studies is offered at GCSE and A-level, together with a full programme of sports, drama, music, CCF and adventurous activity.

Pupil roll, the barometer of the School’s financial health, has fluctuated over the past ten years from a high of 380 to a low of 167. The School has embarked on a programme of recovery and rejuvenation and had a roll of 250 at the end of the academic year. In 2022, Read School celebrated its 355th anniversary.

### Read School Mission, Values and Vision

Read School delivers a first-class education, welcomed by parents and enjoyed by pupils. It is a school with a pervasive warm and friendly culture that pays attention to individual needs, with small class sizes and high-quality teaching. The School is set apart from others by its inclusive approach, distinctive family ethos, a strong sense of community and tradition of nurturing the individual gifts and talents of every pupil.

#### Mission

- To maintain a warm and welcoming school with an inclusive ethos for pupils of all abilities and backgrounds;
- To enable all pupils to realise their academic potential with a broad and rich curriculum that promotes a lifelong love of learning;
- To develop well-rounded, resilient and aspirational young people who have the confidence, skills and enablement to achieve success in their chosen careers and to make a positive contribution to society.

#### Aims

- Provide outstanding day & boarding school provision for boys and girls aged 4-18, with small class sizes, excellent teaching and a broad and balanced curriculum which responds to the needs of each child;
- Ensure outstanding pastoral care and arrangements for pupil welfare, including boarding, thereby ensuring the quality of the spiritual, moral, social and cultural development of our pupils;
- Offer a wide range of educational opportunities outside the classroom and high quality co-curricular provision, including sports, music & performing arts, adventurous activity and volunteering;
- Embrace activities for public benefit, including outreach in the local community;
- Secure the long-term financial stability and longevity of Read School through effective leadership and governance and the development of commercial enterprise that supports sustainable, profitable growth.

## Governing Body

### Governing Body as at July 2023

<b>Governors:</b>	<b>Role / Board of Governors</b>	<b>Appointed</b>
Mr Brian Watt	Chair of Governors	Oct 2016 Chair Mar 2020
Mr David Pritchard	Vice Chair of Governors and Interim Chair of the Read School Foundation	Feb 2020
Mrs Clare McLaughlan	Chair of Finance & Premises Committee	Feb 2020
Mrs Kim O'Hara	Chair of Safeguarding, Health & Safety Committee	Mar 2022
Mr Chris Sunley	Chair of Education, Teaching & Learning Committee	Jul 2020
Mrs Tracy Butler	Chair of Marketing & Communications Committee	Mar 2023
Dr Richard White	Education, Teaching & Learning Committee	Mar 2020
Mr Graeme Campbell	Finance & Premises Committee	Mar 2022
Mrs Lisa Dukes	Finance & Premises Committee	June 2023
<b>Also attended Board Meetings:</b>		
Mrs Ruth Ainley	Head	July 2018
Mr Mark Voisey	Deputy Head	Sept 2001
Other Staff Members	In attendance for various Committees	

### Departures:

Mr Trevor Evans  
Mrs Sarah Jackson  
Mrs Christine Payne (parent governor) on Education, Teaching & Learning Committee

### Arrivals:

Mrs Tracy Butler joined the Governing Body in March 2023 and Mrs Lisa Dukes joined in June 2023, further strengthening the Marketing & Communications and Finance & Premises Committees respectively.

The Board is continuing to seek to recruit governors with primary school education and health and safety skills as the top priorities to address.

### Representations to the Governing Body

Representation to the Governing Body may be made at any time to the Chair of Governors, c/o the Head's PA at Read School:

Head's PA  
Read School, Drax, Selby, North Yorkshire YO8 8NL, UK

Email: [headspa@readschool.co.uk](mailto:headspa@readschool.co.uk)  
Tel: 01757 618248

## Meetings

The Governing Body met on the following dates and discussed the matters shown below:

- 30 September 2022
- 2 December 2022
- 17 March 2023
- 29 June 2023

Each meeting addressed the standard matters of:

- Board Administration
- Financial Update
- Head's Report
- Committee Chair Reports

Other key matters discussed during the many Board and Committee meetings included:

- Repayment of School loans.
- Debt recovery concerning unpaid school fees.
- Key staff recruitment (Bursar, Head of Boarding and Girls Sport, Dedicated Safeguarding Lead and Matron).
- Student recruitment targets and achievements.
- School performance and preparations for inspections in the light on new guidelines
- The ISI Part 1 Compliance Inspection.
- Improvement of governance and governor visits to School.
- The Strategic Plan.
- The School Improvement Plan.
- The growth of Read School Enterprises Limited.
- The potential impact of the Humber Low Carbon Pipeline Project.
- The recommissioning of the Front Field.
- Major School projects.

## Annual Governance Questionnaire

The Governing has made good progress in the adoption and ongoing updating of the Strategic Plan and in the journey of continuous improvement towards achievement of the strategic goals. In the Annual Governance Questionnaire responses, governors highlighted some significant improvements, with 92% of responses being in the most favourable choices of, 'Strongly Agree', or, 'Agree'. The top response of, 'Strongly Agree', increased by 10.5%, reflecting the considerable efforts made by all to improve governance during the year.

There were some areas identified for new or additional work and these were:

- The appointment of a new Bursar.
- The filling of the Clerk to the Governors role by the new Bursar.
- Ensuring reports to the Governors better address strategic objectives.
- Strengthening of Financial Management and Reporting.
- The need for greater attention being given on equality, diversity and inclusion.
- Ongoing development and progression of the Strategic Plan.
- A draft Strategic Plan has been developed and incorporates views from parent, student and staff surveys and is now linked to a School Improvement Plan.
- Review and strengthening of HR procedures, especially relating to appraisals and remuneration.

The most important first step has already been made with the appointment of Mr Scott Hunter as the new Bursar with effect from 20 December 2023.



## Committee Chairs' Reports

### Finance and Premises

The Finance and Premises Committee met regularly to discuss the financial position of the School, including reviewing the monthly management accounts, cash flow, new capital projects and fee collections, to ensure efficient running of the School and value for money on fees.

Draft headline results for the year ending 31 August 2023, compared to 31 August 2022 were:

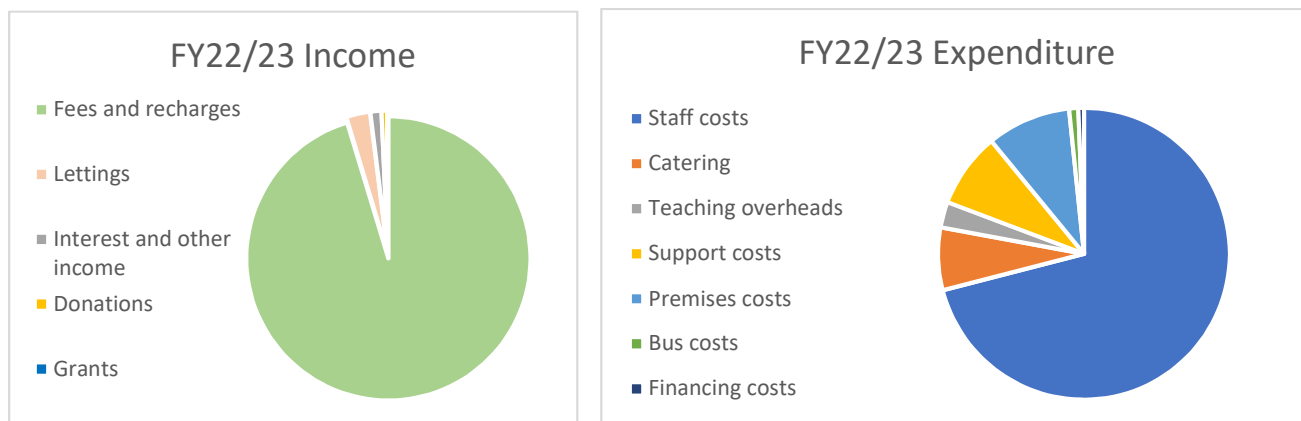
	Year ended 31 August 2023	Year ended 31 August 2022
	£	£
Income	3,322,753	3,062,986
Expenditure	(3,422,716)	(3,051,137)
Net income/(expenditure)	(99,963)	11,849
Gains/(losses on investments)	(1,024)	(287)
Net increase/(decrease) in funds	(100,987)	11,562

The year-to-year comparison of the School's finances show that the income increased by 8.48%, with total expenditure increasing by 12.18%. Much of the increase in expenditure related to inflationary pressures from the general cost of living increases that have impacted many areas of the economy, particularly in the period post Covid-19 and following the start of the Ukraine War.

The School also invested significantly in the maintenance and update of its facilities, undertaking a number of larger projects, such as the improvements to the front field.

Cost management continues to be of the utmost importance to the School and we continue to monitor and review our contracts and expenses to ensure that we obtain good value for money.

It is pleasing to note that our financial records for the current year to date show that the School is currently in a net surplus position, despite significant ongoing challenges.



As the above charts show, over 95% of income comes from school fees and recharges, with the balance being provided by lettings, donations, grants and other income, and the highest levels of expenditure were on staff, premises and support costs.

### Lisa Dukes

Chair of the Finance and Premises Committee

## **Education, Teaching & Learning**

Members of the Education, Teaching and Learning Committee visited the school each term and reported their findings at the Governing Body meetings. A priority in the school visits is always to visit classrooms to observe teaching and learning and to discuss issues with teachers and the Head. Additionally, a major strength of the visits has been the opportunity to talk to pupils about their learning. The overall context for the visits was set by the School Improvement Plan and the ISI Inspection Framework.

As indicated in the Head's report in the academic year 2022 to 2023, the school produced some excellent academic examination results, both in the junior and senior schools. These results were very much in line with the high quality of teaching observed by the committee members during our visits. Specifically, significant progress was made in the year in the areas listed below:

- Rigorous progress tracking throughout the school has been established to ensure that all pupils make at least expected progress in their achievements. Using assessment data, the school has established flightpaths, which clearly highlight strengths as well as aspects requiring improvement. For example, this process has highlighted the relative progress made by boys and girls and has provided a strong focus on addressing the variances.
- Developing independent learning skills and learning for life skills remains a key priority. The level of challenge in lessons is ensuring that pupils are given opportunities to enhance their learning through questioning and group work. Additionally, extra-curricular opportunities are also supporting the development of good communication skills, leadership, problem solving, time management and teamwork.
- Strengthening the links between the curriculum and approaches to learning is being well addressed in the junior and senior schools. Inevitably, this is a challenging area, with pupils ranging in ages from 4 to 18. Nevertheless, progress is being made and good opportunities are being taken to share effective practice across the age range.

The Education, Teaching and Learning Committee members view the next academic year with significant optimism that education, teaching and learning will continue to be a strength of the school. On every visit, we were impressed with the total commitment shown by the teachers, subject leaders, senior leaders and the Head.

**Chris Sunley**

Chair of the Education, Teaching & Learning



## **Safeguarding, Health & Safety**

The Safeguarding, Health & Safety Committee holds the responsibility of supporting and reviewing core areas of safeguarding, health and safety compliance within the school and boarding as well as overseeing the pastoral and wellbeing aspects of the whole school.

It has been a busy year for the school with a lot of progress made in safeguarding, health & safety activities and provisions. The Governors were encouraged by the ratification of the school's provision when the school passed the Independent School Inspectorate compliance inspection, with compliments received on staff knowledge of safeguarding.

The school has continued to improve its understanding on Compliance with a comprehensive record of essential maintenance works, where maintenance jobs are prioritised and budgeted for throughout the year, and regularly monitored with the Governors. The new approach has strengthened the ability to audit the school's performance in terms of Compliance, and this will be further enhanced with the addition of a new Governor with experience and specialist skills in this area.

Delivery of key maintenance projects saw the completion of a new gas installation in the science labs, refurbishment of the drama studio and sick bay, as well as refreshing the entrance and toilets in Moloney Hall.

The PHSE Curriculum was reviewed during the year, leading to a revamping of the curriculum for senior school and sixth form, with a review currently underway for the junior school. This is supported by the appointment of a new PHSE co-ordinator, and investment in new resources.

The results from the school Pupil Voice Survey completed in October 2022 were encouraging, with 164 pupils completing the survey. The results demonstrated an overall positive picture with pupils experiencing a safe and supportive environment at school. Although the overall picture was a very positive one, understanding in more detail the areas where pupils have indicated negative experiences at school will be important to support further changes and improvements.

The Governors have been encouraged to see the school continue to support pupils' wellbeing through the bolstering of the school's counselling and mental health provision, with the appointment of a new school councillor who started in September 2023.

The school has continued to implement safeguarding and wellbeing training for all staff during the year, including updates to Keeping Children Safe in Education 2022, and National Minimum Standards.

### **Priorities for 2023-2024**

#### **Safeguarding**

- Keeping Children Safe in Education 2023 training.
- Rerun the Pupil Voice survey 2023, involving the school council to review the results and consider improvements.
- Expand the school counselling provision to two days per week.

#### **Health & Safety / Maintenance**

- Continue to invest in facilities to promote child wellbeing, including making improvements to the boarding accommodation and sports changing rooms.
- Review longer-term eco-energy options (e.g. solar panels).
- Explore Biodiversity Net Gain project options for the school.

#### **Kim O'Hara**

Chair of the Safeguarding, Health & Safety Committee

## **Marketing, Communications & Foundation**

The Marketing and Communications Committee regularly met this year to discuss priorities. A key strategic area of our remit is to support sustainable profit growth by increasing pupil roll whilst maintaining small class sizes, as indicated within the Head's report. Our goal remains to achieve a pupil roll of 300 by the end of the academic year 2025/26 and good progress is being made towards this aim. The Head and her team are very focused on delivering this increase through successful school open days, sixth form open evenings, recruitment fairs (domestic and international) and extensive outreach work. Special thanks also go to all parents, friends and family members who have supported our endeavours to promote Read school within their own networks.

Advancement of the Read school website, social media platforms and strategic marketing resources have also been a high priority this year. We recognise the importance of strengthening these communication routes to share messaging with existing and potential families. Throughout the year, the school team has created new marketing content, highlighting the benefits of a Read School education, supported by new photography which will enhance all digital platforms, and are now poised to begin work updating the school website. We are proud of these achievements and look forward to sharing more with you.

The Read School Foundation is the co-ordinating body for the school's various fundraising and grant receiving activities, both directly and in conjunction with the Parents and Friends Association (PFA) and the Draxonians. We would like to extend our thanks to both these organisations for their hard work and support of the school throughout the year.

Our key priorities for Marketing and Communications and Foundation for 2023-2024 can be found below:

- Continue to drive growth in pupil roll in local and international communities with renewed focus on Junior School, Boarding and Sixth Form areas.
- Deliver effective communications for parents and stakeholders regarding the possibility of VAT being charged on school fees following a General Election.
- Further develop the Read School website, social media and digital platforms to ease navigation and communicate our purpose and values more effectively.
- Revitalise the Read School Foundation with particular focus on legacy donations and business connections.
- Ensure pupil and parent voices are captured and listened to throughout the year.

### **Tracy Butler**

Chair of the Marketing, Communications & Foundation Committee

# School Improvement Plan 2023-2024

## Academic

- Review and adjust plans to be able to deliver all the requirements in the new ISI Inspection Framework;
- Sharing of curriculum information - Junior School, KS3-5 curriculum guides to be posted on website to make teaching content more explicit for parents;
- Continue to improve progress tracking throughout Junior and Senior School with Hodder Assessment data (Junior School) and flightpaths (Senior School) and implement good communication of these with parents;
- Appoint an overall school coordinator to coordinate/oversee PSHE (Learning for Life) delivery;
- Ensure sufficient focus on British values in assemblies and in form time;
- Continue to raise bar with regards to stretch and challenge of our brightest and most gifted pupils. Raising aspirations programme to include Oxbridge entry and evening lecture series.
- Continue to focus on developing independent learning skills and higher order thinking with pupils taking leadership with their own learning;
- Continuous improvement on value-added scores (current A-level +0.5; GCSE+0.1);
- Focus on boys' attainment after 2023 results suggested girls outperformed boys;
- Embed Sixth Form Read Diploma to consolidate extra-curricular attainment and endeavour;
- Embed alternative qualifications (e.g. Functional Skills, ASDAN);
- Strengthen music links with Selby Abbey (choir and instrument);
- Plan another live Careers Fair March 2024 to showcase career/work experience opportunities and strengthen links with local businesses.

## Extra-Curricular Provision

- DofE - continue to recruit at all levels and aim for a Gold group every year;
- CCF - build on renewed progress of the contingent. Capitalise on new opportunities such as work with the community, camps and external courses for cadets to build skills and qualifications;
- After school programme of activities - develop a varied and engaging programme, to allow pupils to have new experiences beyond the classroom;
- Develop a programme of academic visits to universities and schools to get involved in lectures and talks to assist stretch and challenge;
- Continue to run overseas visits for cultural immersion and consider new visits for Sixth Form.

## Pastoral / Pupil Wellbeing /Safeguarding

- Complete staff training for KCSIE 2023;
- Increase pupil voice with two annual surveys and initiatives endorsed by School Council;
- Appoint new counsellor (S.Prosser) and expand counselling provision within school;
- Appoint new DSL (E.Sowersby), supported by Deputy DSL's within boarding (S.Warren and A.Glover);
- Continue to prioritise pupil well-being with weekly Pastoral Leadership Team (PLT) meetings;
- Continued investment in School Council and ensure pupil voice throughout all key initiatives;
- Improve absence tracking and communication with LEA in case of persistent absentees;
- Accessibility – continue to work on wheelchair accessibility throughout school;
- Ongoing investment in facilities to promote pupil well-being, e.g. changing rooms.

## Staffing

- Continue developing staff' subject knowledge via external professional development and embedding a 'growth mindset';
- Continue to build relationships with partner state and independent schools, achieving objective of all teaching staff to have at least one 'partner' in a state and independent school;
- Continue to build the Initial Teacher Training (ITT) programme within Read School;

## Finance & Management

- Continued growth in pupil roll to achieve budget targets (265 by end academic year 2023-2024);
- Growth of Boarding, Flexible Boarding, Junior School and Sixth Form;
- Continued growth in Read School Enterprises (facilities lettings) as a supporting revenue stream;
- Where cash flow allows, continued focus on refurbishment and investment in infrastructure in the following key areas:
  - Continuation of high priority H & S related improvements;
  - Sports changing rooms – upgrade;
  - Boys' boarding refurbishment;
  - Eco-energy- review existing facilities and optimise (including further LED lighting);
  - External toilets installation;
  - Car parking;
  - Develop former swimming pool space;
  - Rear field refurbished.
- New Estates Manager to update H & S policies and standards and to develop the associated documentation library.

## Read School Five-Year Strategic Plan Summary

### Aims:

- Provide outstanding day & boarding school provision for boys and girls aged 4-18, with small class sizes, excellent teaching and a broad and balanced curriculum which responds to the needs of each child;
- Ensure outstanding pastoral care and arrangements for pupil welfare, including boarding, thereby ensuring quality of the spiritual, moral, social and cultural development of pupils;
- Offer a wide range of educational opportunities outside the classroom and high quality co-curricular provision, including sports, music & performing arts, adventurous activity and volunteering;
- Embrace activities for public benefit, including outreach in the local community;
- Secure the long-term financial stability and longevity of Read School through effective leadership and governance, strong financial management and the development of commercial enterprise that supports sustainable, profitable growth.
- Assess the risks to independent schools relating to the potential loss of charitable status and the possible charging of VAT on school fees, leading to the early development and introduction of coping strategies.

### Strategic Framework:

1. Teaching, learning and pupil achievement;
2. Pastoral care, safeguarding and arrangements for pupil welfare (including boarding);
3. Extra-curricular provision and sports;
4. The spiritual, moral, social and cultural development of our pupils;
5. Leadership, management and governance;
6. Marketing and communications, including alumni relations;
7. Public benefit – outreach and charitable activities.
8. Strong financial management.

### 1. In order to achieve the quality of teaching, learning and pupil achievement, we will deliver:

- A curriculum which inspires pupils and enables them to make excellent progress;
- A curriculum which builds key soft skills which meet the needs of the evolving workplace;

- Effective teaching and learning which enables children of all abilities to fulfil their academic potential whilst acquiring a lifelong love of learning;
- Teaching strategies which allow pupils to take leadership with their learning by promoting independent learning and higher order thinking skills (ISI 2018 recommendation);
- Effective monitoring of pupil progress throughout all key stages, including benchmarking to national averages, and clear communication of academic performance to parents;
- Effective communication of School's learning priorities to pupils and parents;
- A collaborative teaching staff who promote an academically aspirational culture and who routinely share good teaching practice;
- Small class sizes, good teaching resources and facilities;
- Excellent academic results (performance to national and local results and value-added);
- Investment in digital solutions to enhance teaching and learning in school.

**2. In order to achieve the quality of pastoral care and arrangements for pupil welfare (including boarding) we need:**

- Robust safeguarding protocols and procedures;
- Effective behaviour and anti-bullying policies;
- Staff who are attentive to the individual needs of each child;
- An effective pastoral structure (form tutors, heads of key stage, pastoral leadership team (PLT));
- An inclusive culture which celebrates diversity and is sensitive to the needs of all children, regardless of gender, sexuality or ethnicity;
- Excellent careers and higher education guidance;
- A positive ethos where pupils with SEND are included in all aspects of school life;
- A commitment to ensuring that gifted and talented pupil enjoy stretch and challenge;
- Strong pupil and parental voices and effective mechanisms for capturing them;
- Appropriate site security, enhanced by recent investments in CCTV and alert software;
- Excellent record-keeping and clear and effective lines of communication;
- Excellent counselling provision;
- A caring and supportive environment for all pupils, which complies fully with KCSIE 2023 and NMS.

**3. In order to achieve the quality of extra-curricular provision and sports we will deliver:**

- A diversity of sports, performing arts, CCF, DofE and other extracurricular experiences, ensuring that every pupil gets to develop skills and confidence outside the classroom;
- An awareness by pupils of the many benefits to be gained from participating in a wide variety of co-curricular activities;
- **Sports:**
  - Ensure that outdoor and indoor sports facilities throughout the School are well managed, safe and fit for purpose (e.g. front and back field, MUGA, sports hall, sports changing rooms and shower facilities, including plans for a gym/fitness suite)
  - Maintenance resources to support sports facilities;
  - Competitive sports fixtures within the independent sector and local community, including national and overseas sports tours;
- **CCF:**
  - Build on the 2022-2023 restructure of CCF, capitalising on new opportunities such as work with the community, camps and external courses for cadets to build skills and qualifications; Ensure provision of additional extra-curricular opportunities, outside Thursday sessions, including camps, flying (RAF) and special events;
- **DofE:**

- Ensure continued provision of DofE programme at Read School: Bronze Award (Y9); Silver Award (Y10) and Gold Award (Sixth Form);
- Retain Read status as DofE Licensed Organisation.
- **Music & Performing Arts:**
  - Continue to improve the quality of instrumental music performance within the School (orchestral music, rock bands, jazz group etc.);
  - Ensure that school investment in Music and Performing Arts is commensurate with requirements e.g. upgrades of Performing Arts studio (Old Gym) and back-stage facilities within Moloney Hall;
  - Continue to strengthen links with Moloney Trust for further funding;
  - Build on links with Selby Abbey to cement Read position as provider of excellence within the local community.
- **Cooking:**
  - Continue to invest in school kitchen facilities;
  - Build up cooking accreditation programme and courses available for pupils.
- **Other:**
  - Ensure wide variety of extra-curricular activities available each term for Junior and Senior Schools and that all subjects have extension opportunities to develop and nurture pupil talent;
  - Ensure an increasingly dynamic and diverse programme of activities at the weekend;
  - Leverage our spectacular natural environment more fully (kitchen garden, forest school).

**In order to achieve the quality of the spiritual, moral, social and cultural education of our pupils we will deliver:**

- An effective School Council, ensuring that pupils receive effective feedback to issues raised, ensuring that democratic values are reinforced;
- More meaningful opportunities for volunteering - both within and outside School;
- Improved School environmental sustainability credentials, maintaining a consistent approach to ecological matters and a commitment to achieving 'net zero' target;
- Continue to involve pupils in all aspects of school community life such as the planning of new site development projects and the running of community focused events;
- Continue to develop Read School platform of giving, promoting charitable outreach for local, national and global causes to develop a sense of social responsibility and effect meaningful contributions to designated charitable causes;
- Increase the number of pupil-led assemblies and greater diversity of guest speakers;
- Appoint a co-ordinator of school PSHE programme and continued development of PSHE programme within school and alignment to legislative requirements, ensuring greater coordination between themes discussed in PSHE classes, tutor groups and assemblies;
- Ensure ongoing training for all staff involved in PSHE delivery, an important and evolving area;
- Ensure pupils are made aware of the enriching and positive benefits from living within a community that celebrates diversity and nurtures a culture of mutual respect.

**In order to achieve excellent leadership, management and governance, we will deliver:**

- Coherent vision and clear strategic direction
- Effective leadership, management and governance oversight of all aspects of school life to ensure consistent and effective implementation of policies and development plans;
- Ensure ongoing effective financial management of School, with targeted build-up of reserves;
- Effective communication of key developmental objectives so that they are readily understood by all members of the School community;
- Review of all regulatory and non-regulatory policies annually;
- Engaged and motivated staff;
- An effective appraisal programme containing clear developmental targets;

- Governing committees comprising requisite levels of professional expertise and motivation;
- Governors to provide effective oversight of scholarships and bursaries;
- Investigation of the Biodiversity Net Gain (BNG) project and its potential benefits for the School;
- Assurance that governors continue to be an active and supportive presence within School.

**In order to achieve excellent marketing and communications, including alumni relations, we will deliver:**

- Excellent relations with all stakeholders;
- Continued development of the Draxonians Association and support of the DA Committee;
- An effective Foundation to encourage legacy donations;
- An early update of the Unique Selling Points (USPs) of the school, following a review of competitor schools' USPs.
- A strong market position that effectively communicates the distinctive features of the School and its USPs in order to attract day and boarding pupils of a high calibre.
- Effective communications with parents and stakeholders about the potential risks of VAT being charged on school fees and the options available to them.
- Strong sales and marketing action to support short-term hire of facilities and foreign student visits.
- Marketing of monthly fee payment and payment in advance schemes.

**In order to develop the public benefit of the School, we will:**

- Become increasingly effective at networking and building partnerships in the local community;
- Communicate our purpose more effectively;
- Increase the scope of our public benefit activities via Read School Enterprises;
- Become increasingly effective at networking and building commercial partnerships both in school and in the wider community.

**In order to deliver strong financial management, we will:**

- Appoint an experienced financial manager as Bursar, Clerk to the Board of Governors and a key member of the Senior Leadership Team;
- Develop and retain a strong Finance Team;
- Review and develop monthly fee payment and fee payment in advance schemes.
- Ensure effective control of all costs;
- Ensure strong cash flow management;
- Drive growth in the Pupil Roll, with renewed focus on Boarding, Flexible Boarding, the Sixth Form and the Junior School;
- Ensure fee setting remains competitive, whilst maintaining the small class sizes and excellent levels of pastoral care and co-curricular activities;
- Drive effective efficiency measures in all areas, especially with energy;
- Identify and address areas of the school where improved financial contribution might be required, such as short-term hires and foreign student visits;
- Support strong business development initiatives and effective grant applications, as well as encouraging donations and legacies.