

RYDE 2021: Key Strategic Objectives



RYDE SCHOOL
WITH UPPER CHINE

	Like all excellent schools we:	Additionally, at Ryde, we will:	Priorities for 2018-21:
A: STRUCTURE	<ul style="list-style-type: none"> Ensure our School is large enough to offer a wide range of opportunities and be financially robust whilst remaining small enough for all to feel part of a community in which they are valued and have their own part to play As a co-educational school that serves a distinct local market, maintain a student body that reflects local diversity, including in terms of ability As a school with both boarders and day pupils, ensure: integration of boarders into school life; an appropriate balance of boarders to day pupils and a balance of nationalities within the boarding community; opportunities only afforded to boarding schools, such as flexi-boarding, are available to all pupils 	<ul style="list-style-type: none"> Build on the advantages that come from offering a through education, including smooth transition points, whilst ensuring sufficient differentiation between the different sections of the School for our pupils to feel they are moving to adulthood Enable talented and ambitious children from less affluent families the opportunity to attend the School through our scholarship and bursary programme 	<ol style="list-style-type: none"> Move to a School of 800 pupils, with targets each September of 144 in the Sixth Form, 376 in Years 7 to 11, 250 Reception to Year 6 and 30 in the Nursery Increase the number of boarders to 90 by 2021 whilst maintaining a balance of nationalities Encourage day pupils to consider flexi-boarding Consider how the nursery can be more responsive to the needs of working families Create distinct 'chapters' in school: Nursery, R-6, 7-8, 9-11, Sixth Form Increase bursary enquiries for those most likely to benefit from support



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B: TEACHING AND LEARNING	<ul style="list-style-type: none"> • Stretch and challenge every pupil with inspiring, ambitious and reflective teaching • Foster independent learning with a critical appreciation of both knowledge and skills that develops a passion for learning and ensures each pupil achieves their very best • Differentiate in classroom teaching, provide tailored learning support and for some pupils agree individual educational plans in recognition of the different learning needs of each child • Encourage pupils to recognise they learn beyond as well as within the classroom and to seek out the positive learning experiences both in and out of the classroom • Embrace opportunities presented for effective enhancement of learning through new technologies, clear literacy and numeracy policies and targeted reading plans • Inculcate good working habits in pupils 	<ul style="list-style-type: none"> • Embrace the core tenets of the IB learner profile and help pupils understand, reflect on and acquire these attributes • Offer innovative and progressive curriculums such as the IBCP, 'A' Level Plus and the Prep School Baccalaureate that recognise the diversity of the pupil body • Use the local environment for specific learning opportunities such as outdoor, coastal and marine education • Ensure all pupils have the opportunity to access the English Bacc at GCSE with flexibility for some specialisation beyond that core • Ensure the curriculum followed by our pupils provides them with both core knowledge and 21st Century skills 	<ol style="list-style-type: none"> 1. Embed the skills programme of PSB in years 7 & 8 and consider how it can be extended to other year groups 2. Enable pupils to make effective use of modern technologies as a learning tool 3. Consider how pupils not taking IB programmes could benefit further from being in an IB World School 4. Review the Junior School curriculum 5. Ensure appropriate challenge for all pupils and growth mind-set attitudes

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C: MIND, BODY AND SOUL	<ul style="list-style-type: none"> • Provide a broad and enticing range of extra-curricular activities aimed at nourishing the mind, body and soul and encourage all pupils to be actively engaged in these • Encourage pupils to live healthily and recognise the importance of diet, exercise, sleep and relaxation to their well-being • Encourage mindfulness and reflection and encourage pupils to be open to the possibilities of spirituality and faith • Ensure excellent provision, both in and outside the curriculum, of Music, Art, Technology & Drama and encourage all pupils to engage with 'creative' subjects • Provide a full and diverse programme of Sport and Outdoor Education that focuses on both participation and performance and promotes teamwork, good relationships, healthy bodies, resourcefulness and vitality 	<ul style="list-style-type: none"> • Continue to develop our positive relationship with All Saints' Church, Ryde and increase the profile and engagement of the School chaplaincy team • Introduce an Arts Festival in alternate summers, starting in 2018 • Develop our sailing and water-sports provision so pupils can engage at recreational, competitive and high performances levels • Ensure our sports teams enjoy competitive and challenging fixtures against teams from the mainland, including sports tours and tournaments • Help our boarding pupils to take advantage of the full range of opportunities afforded by boarding on the Isle of Wight 	<ol style="list-style-type: none"> 1. Fully utilise changes to the school day to create a hive of activity in lunch breaks and before and after school 2. Create a transparent set of extra-curricular expectations for all staff so that they contribute more equitably to our activity programme 3. Further refine Ryde Global to ensure that the activities being offered are as relevant and enriching to pupils as they can be 4. Ensure we have intellectual and academic societies that stand comparison with our provision in sport, technology and the arts 5. Investigate the possibility of becoming a Round Square School

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D: PASTORAL CARE AND SUPPORT	<ul style="list-style-type: none"> • Keep our children safe and promote their well-being and potential within a supportive, informed and pro-active community • Ensure every pupil feels safe enough to embrace challenges • Encourage our pupils to make healthy life choices and support them when things get difficult • Provide individual counselling, mentoring, coaching and chaplaincy support alongside tutoring, ensuring those who need it are identified, supported and enjoy access • Ensure effective liaison with local child protection agencies and wider multi-agency authorities • Give pupils sufficient time with their tutor/form teacher so they have an effective advocate in school and can expect care and support that recognises individual needs 	<ul style="list-style-type: none"> • Embrace Positive Education, Coaching and Growth Mindset strategies to ensure our pastoral care is as proactive as it is reactive • Forge strong school/home partnerships and share our knowledge and expertise through parent workshops and seminars • Take a lead in developing Island wide interventions to promote coaching, safeguarding and aspiration 	<ol style="list-style-type: none"> 1. Create a distinct Ryde Pastoral Centre that includes the medical centre and counselling and chaplaincy spaces, as well as an area for mindful reflection and exercise 2. Embed Positive Education and coaching to include all stake-holders 3. Develop parent and community partnerships and so share and develop further our growing expertise in preventative pastoral care 4. Provide support for staff (time, resources, training) to develop as effective tutors



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E: EXPANDING HORIZONS	<ul style="list-style-type: none">• Provide pupils with exciting opportunities to explore and better understand the wider world through trips, exchanges and visits• Provide pupils with opportunities to hear the views of experts in their field and make best use of parent, alumni and staff skills and connections to draw exciting speakers to the school• Encourage pupils to engage politically throughout the school by offering a range of activities including debating, mock elections and Personal Development sessions• Provide careers coaching and guidance which go beyond standard school provision, and encourage pupils to see opportunities in a dynamic world• Guide our pupils to develop their individual ways and means of making positive strides in their innate character and prod them to make improvements in any areas that they need to develop	<ul style="list-style-type: none">• Encourage our pupils to be international minded, to look beyond our Island and embrace the challenges and opportunities facing both the UK and the wider world• Continue to consolidate our position as an IB World School• Provide pupils with a wide range of opportunities to develop their language and cultural understanding by offering a broad range of curricular language options (currently Mandarin, Latin, French, Spanish, German and Italian) whilst continuing to develop other aspects of communication such as debating and public speaking through extra-curricular clubs and the Ryde Global programme• Encourage all pupils to leave school with a set of skills that will enable them to be lifelong learners and happy and productive members of society, able to make positive decisions about their future	<ol style="list-style-type: none">1. Establish a European trip for Year 7 and 8 each summer, as well as a South African exchange scheme for Year 112. Embed the Ryde Global programme for Years 7-83. Use changes in the shape of the school day to provide Sixth Formers with more opportunities to engage with outside speakers4. Work more closely with alumni to help current pupils appreciate the opportunities available but also practical ways in which to seize them

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F: SERVICE & LEADERSHIP	<ul style="list-style-type: none"> Value service, recognise it in assemblies and encourage pupils to take part in CCF, Duke of Edinburgh Award Scheme and Community Service Engage in significant charitable activity on a local, national and international level 	<ul style="list-style-type: none"> Run the ASC programme in the Junior School Use the 'Ut Prosim' award to encourage Sixth Formers to be more active in service overseas Use the House and prefect system to promote opportunities for leadership 	<ol style="list-style-type: none"> Develop further our links with Ghana, in particular to engage pupils in lower years and ensure awareness and engagement continues in years between visits Encourage all Sixth Form pupils to engage with Service Learning Aim for all pupils in years 10 and 11 to be involved in at least one of Duke of Edinburgh Award, CCF or Community Service Explore ways of improving 'pupil voice', especially seeking a clearer role for the School Council Give greater focus to House Charity weeks, looking at awareness as well as fund raising

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G: COMMUNITY	<ul style="list-style-type: none"> Take seriously our obligations to our local community and support other schools, local charities, organisations and businesses where we can Engage with the community of former pupils, friends, teachers and parents of the School 	<ul style="list-style-type: none"> Encourage through the Ryde Connection the three alumni associations and allow former friends, pupils, parents and staff at the school to maintain contact with the school community Take advantage of the opportunities and expertise presented by our being on the Isle of Wight Seek to open to the wider Island community access to visiting speakers, performances and events Offer extension opportunities for Junior School aged children, especially those home schooled, through our Saturday programme 	<ol style="list-style-type: none"> Ensure a positive working relationship between the Ryde Connection and the Old Rydeians Association, Old Bembridgians and Upper Chine Old Girls Association Develop closer links with Ryde Academy for mutual benefit Consider ways in which our overseas pupils can engage with and become more aware of the Island, for mutual benefit Develop a stronger awareness of our impact on our local environment Support and work with the ORA to allow it to develop into a modern organisation with mutual support and engagement

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H: CONTINUOUS IMPROVEMENT	<ul style="list-style-type: none"> Recognise that a successful institution cannot stand still and must be agile and adapt to change Encourage staff, through appraisal, CPD, school visits and Inset, to reflect on best practice and be innovative in their ways of working Ensure managers audit performance and outcomes on a continuous basis and adapt policies, procedures and actions accordingly Consult with parents, staff and pupils to ensure feedback informs policy making Use accessible tracking data to monitor performance and inform decision making 	<ul style="list-style-type: none"> Use coaching techniques as part of our appraisal programme and encourage staff to reflect on how they can take responsibility for their own learning Offer a route into teaching for those not currently qualified and support them through that process Meet regularly with parent representatives (PLF) to review school policy and action 	<ol style="list-style-type: none"> Develop annual questionnaires for parents, pupils and staff to track satisfaction and identify areas for improvement Ensure all members of staff make use of our membership organisations (HMC, IAPS, IBO, PSB, BSA) to learn from peer review and reflection

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I: SUSTAINABLE FUTURE	<ul style="list-style-type: none"> • Ensure the long term financial viability of the School is at the forefront of all our investment decision making and that the School's financial position is sufficiently robust as to grasp opportunities for development and respond to challenges • Use the assets of the school to generate income so as to reduce the financial pressure on fee paying parents • Ensure we are able to recruit and retain the very best teachers • Ensure our estate and facilities are of appropriate quality to meet the needs of our pupils and sustain our market position • Ensure our publicity, marketing and materials reflect the aims and ethos of the School 	<ul style="list-style-type: none"> • Admit pupils from a variety of locations to ensure market diversity • Set fees that allow the delivery of our objectives at a level that remains affordable to maintain our position as an Island school • Continue to generate a surplus on operations to invest in new facilities and upgrade existing facilities 	<ol style="list-style-type: none"> 1. Create new boarding facilities in Ryde within walking distance of the School 2. Develop a pastoral hub 3. Consider how the estate can be used to reflect the distinct chapters of education 4. Produce a new prospectus and ensure coherence between it, the website and our presence on social media 5. Ensure safety measures for those working on the school site reflect new and changing security challenges 6. Ensure our policies and practices, especially on data management, health and safety and recruitment, are robust and conform to national standards 7. Review for the longer term provision of sporting facilities, in particular at Smallbrook, staff housing for new recruits to the teaching profession and facilities for the performing arts