



AIMS AND OBJECTIVES OF MERCHANT TAYLORS' SCHOOL

What do we believe in?

Our pupils. We aim to meet their needs by providing diverse opportunities, balancing tradition with innovation, inspiring and promoting high personal and academic standards, and developing a culture of excellence and elegance.

A tolerant, supportive, inclusive school culture. The school will offer opportunities for collaboration and leadership. Mutual respect between pupils, parents and staff will foster a strong sense of shared purpose.

Opportunity. We will allow pupils to develop an outstanding range of personal characteristics. We wish them to be at ease with themselves, discovering and developing their own capacities and talents.

What is MTS?

A place to learn. Education at MTS should be a preparation for adult life, broad and rounded, ambitious and rigorous, fostering a sense of awe and wonder. It should deliver the highest possible academic qualifications, without ever being restricted by their scope

A place of development in which pupils mature to adulthood. They will become active, committed, moral members of society. They will lead, demonstrating outstanding personal qualities of grace and courtesy

A place of opportunity. It is a learning community, focused upon innovation and excellence, with both local and global ambitions, for pupils of high ability from a broad range of backgrounds

Our Goals

- To secure our place, in the medium term, as the school of choice in the area.
- MTS will have a high profile as a school, known and respected as a national leader in education, ambitious for its pupils and innovative in its approach.
- To ensure that Merchant Taylors' School preserves and develops its historic link with the Merchant Taylors' Company

The school has recently begun the process of developing a new strategic direction. The newly restated aims are being integrated into the systems and procedures of the school and form the basis for future planning.

In particular, to guide development of teaching and learning, we have focused upon the characteristics and behaviours we wish to promote amongst the staff and pupils at MTS. Our staff are exceptionally talented and hard-working. They are focused upon the needs of the pupils, both in terms of scholarship and in terms of personal development. The characteristics of a great teacher were held to be:

- great teachers are learners, taking every opportunity to show their love of the subject;
- great teachers inspire through their curiosity, which fosters curiosity; their motivation which creates motivation; their intellect which generates scholarship.
- great teachers are poised in their work and foster self-belief in their pupils;
- great teachers are a role model: articulate, well-turned out, knowledgeable, caring, patient, empathetic, with a keen sense of humour;

- great teachers know their pupils as individuals and have faith in them;
- great teachers test the impact of their teaching;
- great teachers have passion;
- great teachers show their versatility and commitment both in the classroom and in full engagement with extra-curricular activities.

The key areas of focus associated with great teaching were held to be: planning and delivery; challenge and questioning; engagement; assessment and feedback.

The 2014 inspection found our teaching to be excellent, inspiring both high academic outcomes and a sense of “awe and wonder”. “The quality of teaching is excellent and is notable for its energy and enthusiasm, strong subject knowledge, and the rapport between teachers and pupils.” We are building upon that positive outcome.

The behaviours associated with great learning that we wish to foster in the pupils are: adaptability; anticipation; asking questions and challenging assumptions; being creative, critical and problem solving; curiosity; enjoyment; focus; hard working; reflection; independence of learning and thought; listening – to each other and the teacher; organisation; ownership of their own learning; resilience and perseverance; taking risks and working in a team.

The 2014 inspection warmly endorsed the pupils’ approach to their learning, finding their achievements to be exceptional and their engagement excellent. “Pupils demonstrate excellent learning qualities. They are receptive, alert, highly articulate and well-motivated.” We will continue to develop and promote these characteristics.

Merchant Taylors’ School seeks to discover and develop the talents of its pupils through a broad curriculum and wide range of experiences so that they emerge as confident, self-motivated, high-level learners who behave well and care for and respect others, who are secure in their values and who are ready and willing to play their full part in the fast-changing global society of the 21st century.

The broad aims of the school, in its ambition for the pupils and their nurture, can be summarised under five headings:

- **Discover and develop the talents** – our academic excellence is evident from the examination statistics, but our intent extends beyond scholarship to develop the sporting, artistic, musical and broader talents of each of our pupils
- **A broad curriculum and wide range of experiences** - the academic and extra-curricular provision are shaped to stretch, challenge and excite intellectual curiosity
- **Confident, self-motivated, high-level learners** – our focus upon the pupils and their needs, and our determination to provide them with a nurturing environment gives them the confidence to learn independently and become academic self-starters.
- **Behave well and care for and respect others** – the pastoral care, moral guidance and opportunities to help others offered by the school ensures that each pupil develops their own moral compass and acts upon its dictates.
- **Secure in their values** – the school builds its work upon the establishment of character and shared values. This is expressed through all aspects of the curriculum.

Aims:

‘Discover and develop the talents’

To maintain a system of pastoral care which caters for the needs of the individual, which ensures personal well-being and safety, which provides easily accessible advice, information and support, which creates a strong link between school and home, and which enables each boy to contribute as a confident member of the school community.

Objectives:

- a) The aim of the pastoral system is to foster the development of each boy’s character and personality, and to answer his needs as an individual. In this sense all teachers are also pastors; they aim to be friendly and approachable, and to offer their experienced advice when required on matters extending beyond academic work. The chaplain and school counsellor are also on hand to assist in their particular fields.
- b) Each boy is allocated to a House, in which the Head of House aims to create a community within the school community. Houses offer opportunities to support and be part of a team, and to share responsibilities for organising house events.
- c) Every boy has a tutor during his time at the school, whose aim is to develop a general view of a boy's progress, taking an interest in all he does: academic progress, activities, careers, higher education, hobbies and interests, and general personality development. It is the tutor's role to ensure that boys follow a balanced programme of activities which matches their personal interests and needs.
- d) All boys should feel that there is someone whom they can approach, in confidence if necessary, for personal advice. It is the aim of all teachers to supply this role, but tutors in particular aim to build up a close working relationship with boys in their groups, and to get to know them as individuals. They support boys in various ways: by listening, and helping a boy to express his thoughts and feelings; by offering advice when appropriate; and by directing a boy to other staff who are better placed to advise him.
- e) Tutors are vital links between home and school. They are often the most obvious person for parents or guardians to contact over routine matters involving, for example, academic work and the physical and psychological well-being of their sons. The aim of a tutor is to build sound links of trust and co-operation with a boy's family.
- f) The Heads of School will support the work of the tutors and the Heads of House by taking the lead where there are more difficult individual issues to be resolved with and by developing a complimentary, age-related community within their sector of the School.
- g) We aim to be a welcoming, open school willing to listen to parents and to advise on all matters concerning the education of individual pupils, and to communicate with parents whenever the need arises. The school appreciates the family life of its pupils and recognises that the activities they share as families are the most important and influential part of their development as young men
- h) The school accepts that its fundamental role is to share responsibility for its pupils' education with their parents. When parents choose the school they agree to respect and support the policies of the school as expressed in its Aims, its Prospectus and the School Rules, and the professional advice it offers. In return for this support the school commits itself to the role of steward or trustee, and dedicates itself to acting in the best interests of its pupils. The progress of its pupils depends very heavily on their awareness of a relationship of mutual trust and support between school and parents.

‘A broad curriculum and wide range of experiences’

To create a wealth of facilities, and a range of activities and experiences, that are sufficiently broad and varied to allow every boy the opportunity to find his own niche and to succeed to the best of his own physical and intellectual ability; to explore his own capacity to do things well, so that he gains recognition and thereby self-respect; and to discover interests that will sustain him when he leaves, and which balance and complement the academic.

Objectives:

- a) Boys pass through a crucial time of physical growth and physical change at school, and it is the intention behind the variety of activities offered to assist healthy physical development. These activities provide sufficient opportunity for every boy to exercise his time and energy enjoyably, feel extended and challenged, experience the pleasure of discovering a new skill and interest, and gain the physical confidence that arises from a difficulty overcome.
- b) Similarly boys should have the opportunity to enjoy activities beyond the class room that challenge them intellectually and that provide the experiences that will enable them to think ‘on their feet’ and to engage in reasoned debate and discussion. They should also have the chance to express themselves (both in written and verbal form) that will equip them better to flourish in their future lives and careers.
- c) The contribution of all boys is equally valued. It is as important that the least naturally gifted athlete, for example, should feel involved and valued as it is that the most able should do so. It follows that all schemes of options and allocation of coaching expertise should cater appropriately for the less and more able.
- d) The School also recognises the importance of striving for the highest standards in all activities, and the influence on community spirit that such success will have. In sports boys should be encouraged to win, but also to accept defeat gracefully, and to commit themselves wholeheartedly in competitive games without believing that winning is paramount. Good sportsmanship is expected of all boys at all levels, and boys are always encouraged to put the needs of the team before themselves. Similarly the skills of cooperative enterprise in other activities (in musical and dramatic productions for example) should be part and parcel of the development of the individual.
- e) All boys should leave school with sufficient knowledge of the relationship between diet, exercise, health and the consequences of the abuse of social and addictive drugs to maintain a sensible and fit lifestyle; and with a clear understanding of how to achieve and maintain such a lifestyle. It is also important that they are equipped with the emotional strength to cope with the increasingly stressful demands of modern living.
- f) The school recognises an obligation to teach physical skills and fitness in its PE/Games programme, to ensure that all boys leave school having learned the need for a satisfactory standard of fitness, and able to continue with leisure interests that will help them to remain fit.
- g) It is a deeply-held conviction of the school that boys who are happily and successfully involved in activities are more likely to achieve high academic standards than if they are not. A balanced education is therefore in itself a good thing, and it is in the interests of the boys to encourage them to take part in these activities.
- h) The school also acknowledges its obligation to provide activities which encourage a spirit of adventure balanced by an awareness of one's limitations; self-reliance balanced by a sense of the importance of looking after the needs of others; leadership balanced by the need to co-operate as a team; and confidence in the face of any form challenge be it physical, emotional or intellectual. Team activities are particularly important, but individual skills also need to be developed.

‘Confident, self-motivated, high-level learners’

A clear emphasis on the enjoyment of learning, of striving for intellectual breadth and depth, of stretching intellectual capacity to the limit, and of taking pride in work of the highest quality, in an atmosphere in which boys want to compete against themselves and in cooperation with each other, and therefore achieve their best possible examination results.

Objectives:

- a) All boys follow a broadly-based range of subjects up to GCSE. Most of the entitlements of the National Curriculum are available to all pupils, together with the opportunity to go beyond the requirements of KS4. Options are kept open for as long as possible, so that career choices are not prematurely limited, and all pupils receive a balanced academic education while exercising a degree of choice about the courses they follow.
- b) Within its selective intake the school aims to respond to the varying academic needs of individual boys, helping them to learn at a pace that will sufficiently challenge them while allowing them to enjoy challenge rather than endure unnecessary pressure. Those boys with specific learning needs will be provided with the support necessary to enable them to achieve their academic potential and to interact productively with their peers.
- c) The school accepts an obligation to help all boys offered a place to achieve what they are capable of, and to work in partnership with parents, especially when key decisions need to be made which govern a boy's academic future.
- d) All subject teaching aims to develop a positive, enthusiastic attitude toward learning; an appreciation of the place of each subject in a general academic education; and an awareness of the applied uses and benefits of the knowledge gained from their study.
- e) The academic curriculum aims to develop in pupils a range of intellectual skills that have lasting relevance, such as the ability to evaluate, learn, store and remember information; to reason precisely and logically, and to draw accurate inferences; to draw hypotheses, test them and modify them in the light of results; to enjoy a maturing aesthetic sense; to think imaginatively and creatively; to be articulate in expression; to show a developing confidence in handling abstract ideas and notation; to understand the benefits and dangers of the new technologies; to appreciate and solve practical and abstract problems, including those involved in design and manufacture; and to be increasingly aware of the value and application of their cultural and intellectual inheritance.
- f) All boys are taught in a way that aims to develop their oral skill and fluency, so that they acquire confidence in their ability and willingly join in discussion; learn and experience the need to adapt speaking styles to a range of occasions and purposes; and recognise the importance of listening carefully and sharing discussion, rather than dominating it or failing to contribute.
- g) All boys are also taught in a way that aims to develop their skills to write with high standards of grammatical accuracy, recognising and observing the conventions appropriate to the occasion; to express with enjoyment and satisfaction what they feel, imagine and have experienced; to order and express on paper a coherent and logical argument; and to be able increasingly to express themselves in a range of different styles for different purposes.
- h) All boys are also taught in a way that aims to inculcate an enthusiasm to read and view for pleasure and relaxation as well as to glean information and broaden their understanding; a clear sense of the value of reading as a civilizing activity; an ability to distinguish objective fact and logical inference from subjective interpretation or unsound bias; and a developing capacity appropriate to pupils of high ability to recognise meanings that are implicit, subtle and complex.

- i) The academic curriculum consists of a range of subjects studied in a mainly discrete way, but boys are encouraged to appreciate the interdependence of these subjects; to recognise areas of learning that arise from the combination of different subjects; and to see clearly how skills developed in particular subjects can be applied across the curriculum. All boys are expected when they leave school at 18 to have acquired linguistic, mathematical, scientific, technological, physical human and social skills appropriate for young men of their age and ability and to have achieved a sufficient practical understanding of the uses and applications of the new technologies.
- j) Merchant Taylors' sees itself only as playing only a part in a boys' education but, when a boy leaves the School, he should be well-equipped to tackle the next stage of his life and to be a skilled and independent life-long learner.

'Behave well and care for and respect others'

To create a well-ordered and disciplined structure in which an enlightened and responsible set of values governing personal behaviour is developed to which all boys are expected equally to subscribe; but within which they will feel confident enough to discover and express their own individuality whilst recognising and respecting the needs of others in the school community.

Objectives:

- a) The school regulations aim to provide a humane, unfussy framework which both protects the freedom and happiness of all members of the school community while providing sufficient latitude for boys to express their growing individuality.
- b) Any regulations are intended to be simple enough for all pupils to understand readily; to be fair and consistent, and therefore just, in their application; and to have high expectations of the general behaviour of the boys.
- c) Whenever possible boys are encouraged to develop and show self-discipline and to understand how they are expected to behave. High standards of behaviour and conduct towards others will be expected but will also be rewarded through recognition and praise and through the operation of the School's rewards system. Poor behaviour will not be ignored but management of this will be sensitive to the needs of the individuals concerned, and sanctions imposed will be proportionate to the offence. It is recognised that there will be instances when a robust and rigorous response to serious or persistent misbehaviour will be required.
- d) The school deliberately sets out to create a friendly, tolerant environment in which boys feel happy, and to which they feel they belong with a growing sense of loyalty and pride. The emphasis is on giving individually to others, on putting others before oneself irrespective of age, race or creed. This is achieved partly by a positive policy of encouraging every boy to feel known and valued for what he is, what he can do and what he can contribute to the school and his contemporaries.

‘Secure in their values’

To create a moral and spiritual framework in which boys will clearly understand and appreciate that they are parts of a greater whole, socially, naturally and spiritually, for which they should feel humility, tolerance and respect; that they have an obligation to serve the community in which they live, and society at large; and in particular a responsibility for those less fortunate than themselves.

Objectives:

- a) The School encourages its pupils to be aware of the central significance of a spiritual dimension in their lives by providing a framework of worship that is traditionally Christian but that is also acceptable to pupils of all faiths or none. This is a framework in which the whole school can take part, and within which growing boys can feel supported as they develop their personal beliefs.
- b) Respect for the different religious faiths to be found in a pluralistic society, and a positively tolerant attitude towards them, are strongly encouraged and expected of all members of the school community. All pupils begin to learn about major world religions in order to be able to understand those religions and to respect the beliefs of their adherents.
- c) The School also aims to provide a culture with clear moral values which are based on the values of the Christian religion but which also are compatible with, and draw from, the other major philosophies and religions the world today. This is a culture in which all pupils can share and by which they can be guided, and qualities of honesty, kindness, unselfishness and service are prominent. Pupils are encouraged to discuss moral issues thoroughly, to weigh the consequences of their decisions and to develop high standards of personal responsibility.
- d) All pupils are made aware of the major ethical, ecological and environmental issues that confront a growing population on a crowded planet, and are encouraged to consider the relationship of the human race to the natural world, so that they will both respect that world and act responsibly towards it.
- e) Pupils are encouraged to take an active interest in their local community, seeing it as a preparation for commitment to the larger society in which they live, and to wish to become a responsible part of that society. They are taught to recognise their obligation as citizens to take an intelligent, informed and responsible interest in the issues and choices that affect society in general, and to play their part in helping to create a better society.
- f) Most pupils at Merchant Taylors' School enjoy good health, above-average intelligence and a comfortable standard of living. They are encouraged to understand that these basic privileges provide opportunities that are not shared by all, and that they therefore have a responsibility actively to understand, to share with and to care for those who are less fortunate than themselves.

‘To play their full part in a fast-changing global society’

To provide an education in the broader, liberal sense that equips boys not only for entry to higher education but for a successful, happy and rewarding career, by breeding good work habits and positive attitudes that will provide them with the means and motivation to work well with other people and to get the best out of themselves. Also to provide ‘education for leisure’ that will enable boys to realise the importance of, and to look for, work-life balance throughout their career. In a world that is fast-shrinking, to enable boys to look beyond national or parochial confines and to recognise and value their place in the international community.

Objectives:

- a) The school aims to guide its pupils in the choice of a suitable course of study in higher education and career, while recognising that decisions are properly taken by pupils in consultation with their parents.
- b) The school offers advice and practical assistance to pupils who wish to gain experience of work in various fields so that they learn what that work comprises, and can therefore choose for themselves more wisely. Diagnostic testing is also available, with the opportunity to discuss results thoroughly.
- c) Pupils will be provided with the opportunity to speak and listen to representatives from a wide variety of possible careers, professions and institutions of higher education.
- d) It is the school's aim to encourage in its pupils sound, positive values, attitudes, habits and transferable skills in relation to higher education and future employment, which will have a lasting, beneficial influence on them, and which they will continue to develop as they progress through life, and enable them to play a useful, happy and successful role in society. These include qualities such as unselfishness, integrity and self-respect; conscientious work skills; a strong sense of loyalty and corporate responsibility; an open mind that is willing to listen to argument and to esteem what is good in others, irrespective of race, creed or sex; a determination to work hard and to take personal responsibility; and confidence in their own ability to adapt and to succeed.
- e) It is the School’s goal to provide each pupil with exposure to a wide range of opportunities outside the classroom (see above) in the belief that this will enable them to achieve a healthy balance in their lifestyle – something that they will take with them as they move beyond school
- f) The school is looking to engage with the wider global community and to make pupils aware of issues that are of importance throughout the world today. Boys will then be able to build their future lives in the knowledge that they will almost certainly have a role to play that moves beyond national boundaries and to recognise the importance of being able to know about other peoples and cultures and to understand them, and the challenges (many of them shared), that they face

Head Master
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