



Alleyn's Junior School

'Co-educational excellence for all, in a caring, friendly, tolerant community'

School Development Plan (Junior School) 2009-10

[First produced September 2006]

[Reviewed and updated August 2007, August 2008, August 2009]

Please note

The Governors and Headmaster have published their vision for the School together with a set of values to underpin all school development. This Development Plan seeks to implement that vision and uphold those values.

It is therefore important to read this Development Plan in relation to, and alongside, the paper on the 'Vision & Values' of the School (it is posted on the School website. A summary of Alleyn's Vision is given below and a grid linking this JDP to the vision is shown after the contents page.

The booklet 'An Audit of Progress & Achievement for 2008-09' is available on the School's website.

Alleyn's Vision

1. Co-educational, academic excellence
2. Educational continuity from 4 – 18; a tolerant community and a wide curriculum
3. Excellence through inclusion at secondary level: open access from 11+
4. A learning community and a community of leaders
5. Close links with parents, former pupils and the community
6. A progressive place of godliness and good learning

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Introduction

Previous development plans and inspections

A paper produced in 2001 outlined a School plan on 'Development Initiatives and Intentions for 2001 – 2006' which built on the School's 'Development Summary for 1995 – 2001'.

Alleyn's Junior School was most recently inspected by Independent Schools Inspectorate in January 2008 (previously inspected in September 1995 and February 2002). The Junior School continues to work on the main findings of the Inspection but work on implementing effective change to address the issues raised has now been completed

This development plan and 3 kinds of aims/goals

This School Development Plan (JDP) is written as a working document and was first produced in September 2006. The plan is in 5 sections and outlines the key objectives in each of the main areas of school life. It is not written for a fixed period of time (as in the traditional model of 5 year development plans), but is intended to be revised and updated annually showing progress and subsequent on-going plans. A separate booklet giving details of an Audit of Progress and Achievements on the JDP for 2008 -09 has been produced and is available for everyone to read on the School website.

This School Development Plan uses **3 kinds of aims/goals**:

- **On-going aims** - which are assessed annually and, if appropriate, are revised and updated.
- **Short-term goals (the next 2 years)** - the intention is to achieve these by September 2011.
- **Medium/long-term goals (the next 3 to 5 years)** - aiming to achieve these by about 2012 – 2014.

Collective and individual responsibility

The Junior School staff has collective responsibility for implementing and monitoring the JDP but each sub-section is the specific responsibility of a member of the SMT of the Junior School: either the Head, the Deputy Head or the Director of Studies (indicated by their initials in brackets). In pastoral and academic matters specific co-ordinators may be involved in a section's development and implementation.

Use of consultation to monitor and update the JDP

It is expected that, for each sub-section, the colleague responsible (a member of the Junior Schools SMT) will ensure that appropriate and regular consultation is used throughout the academic year to monitor, implement and update each aim or goal and to develop new aims/goals.

Consultation can take many forms: individual one-to-one, work in committees, informal meetings of interested colleagues, through formal agenda items at meetings, in discussion groups on INSET days and discussion groups at staff meetings. Colleagues will use whichever methods seem most appropriate for the section under consideration.

Summary of Contents September 2009-10

Section 1: General – strategic management

Section 2: Learning and Teaching

Section 3: People (pupils, staff, parents)

Section 4: Resources – capital projects, premises, ICT and grounds

Section 5: External relations

How the School Development Plan is linked to Alleyn's Vision

Alleyn's Vision – a summary:

1. Co-educational, academic excellence
2. Educational continuity from 4 – 18; a tolerant community and a wide curriculum
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5. Close links with parents, former pupils and the community
6. A progressive place of godliness and good learning

JDP		Alleyn's Vision					
Section	Teacher(s)	1	2	3	4	5	6
1.1	MOD	B	A				
1.2	MOD	A		A			
1.3	MOD	A			A		B
1.4	MOD	A	B		B		B
1.5	MOD	A	A			B	
1.6	MOD	B	B	C		A	
1.7	MOD	A	A	C	B	B	A
1.8	MOD	A	A		B	C	A
2.1	MOD/AEW	A	A				A
2.2	LAM	A	A				A
2.3	AEW	A	B		C	B	C
2.4	AEW	A	A		B	C	B
2.5	MOD	A	A		C		A
2.6	MOD/AEW	A	A		C		A
3.1	AEW	A	A		B		
3.2	MOD	A	A			B	
3.3	MOD	B	B				A
3.4	DCM/MOD	A	A		A	B	A
3.5	MOD	A	B		A		A
3.6	MOD	A	A		A		
3.7	SRB	A			A		
3.8	MOD	A	A		A		
3.9	MOD	A			A	A	A
4.1	CD	B	A				B
4.2	ARF	A	B				B
4.3	SRB	B			C	A	B
4.4	SRB	A	A			C	B
4.5	ARF	B	A		B	B	
4.6	SRB	C				B	B
4.7	MOD	C	C		B	B	B
5.1	MOD			A		A	C
5.2	SPC/MOD				C	A	B

KEY: A = absolutely essential to achieve this vision (of primary importance)
 B= directly helpful in achieving this vision (very important)
 C= indirectly helpful (of some importance)BLANK = no link of any significance

Orange shading means the same for both Junior School and Senior School.

Blank = no link of any significance

Section1: General – strategic management

1.1 School structure and size (MOD)

Alleyn's Junior School is one of two co-educational Schools on the same site: Alleyn's Senior School for ages 11-18 (Years 7-13) and Alleyn's Junior School for ages 4-11 (Reception and Years 1-6). The Headmaster of the Senior School has overall responsibility for both schools but the Junior School's Headmaster operates the Junior School as part of a co-dependent organisation and reports directly to the Governing Body on all matters related to the Junior School. The links between the Junior and Senior Schools are strong and outlined in section 1.7 of this plan. The Head of the Junior School is also a member of the Senior School's SMT

The Senior School is divided into three sections, each under the leadership of an Assistant Head:

- ❑ Lower School for ages 11-13 (Years 7, 8)
- ❑ Middle School for ages 13-16 (Years 9, 10, 11)
- ❑ Upper School (Sixth Form) for ages 16-18 (Years 12, 13)

The overall size of Alleyn's aims to be *around* 1,150 pupils as follows (but this will vary from year to year, current figures are given in brackets):

- ❖ Alleyn's Junior School 220 pupils (233)
- ❖ Alleyn's Senior School 930 pupils (965), consisting of:
 - ❑ Lower School 250 pupils (254)
 - ❑ Middle School 410 pupils (419)
 - ❑ Upper School 270 pupils (292)

Ages of entry into the Junior School are 4+, 7+ and 9+.

On-going aims

- (a) To maintain this overall structure and size of the Junior School;
- (b) To monitor and at least maintain the entry of external candidates at 4+, 7+ and 9+ in terms of numbers applying, quality of candidates and diversity of backgrounds;
- (c) To monitor the ratio of boys and girls in each section;
- (d) To monitor key performance indicators for admissions and School size (reported annually to The Board of Governors).

Medium/long-term goal

- (a) To consider any opportunities for acquiring a new site for either the Junior School or a 'pre-prep' section of the Junior School should one become available.

1.2 Admissions at 4+, 7+ and 9+ (MOD)

The policy documents for 4+, 7+ and 9+ admissions have been available for the School community since it was reviewed in 2006. Admission to the School is based on performance in our entrance assessments and at 11+ Alleyn's Junior School pupils must sit the same Entrance Examination as external candidates but they are assured of a place in the Senior School. Although the Junior School has no bursaries or scholarships the school is committed to the overall school policy of developing a 'needs blind' entrance policy. In the academic year 2008/09 out of 47 Year 6 pupils 28 scholarships or exhibitions were won by pupils. On average, annually, approximately 15-20% of Year 6 Junior School children moving into the Senior School would be expected to receive some sort financial assistance in the form of a scholarship, exhibition or bursary at age 11.

Ongoing aims

- (a) An annual review of the format and content of the assessments for intake is undertaken. Finding the best way to assess and create the right environment for assessing very young children is a continual aim of the school and attention is always given to current research which will aid best practice.
- (b) Review the written admissions' material to make the entrance procedure clear and accessible to prospective parents.
- (c) Maintain strong links with feeder schools to develop a good understanding of the ethos of Alleyn's so as to recruit pupils who are best suited to the school in the long-term. (That is those pupils who will successfully complete their schooling at Alleyn's).

Short-term aims (2 years)

- (a) To promote at all times the School's commitment to an all-round education by emphasising the importance it attaches to both the curricular and co-curricular;
- (b) To maintain on-going reviews of the admissions information made available to prospective parents to ensure that those from all cultures and backgrounds understand the entry procedure;
- (c) To conduct annual reviews of the format and content of the assessment materials (especially in view of this year's new 4+ assessment) to allow all applicants a fair chance.
- (d) To appoint a new Director of Studies.

1.3 Leadership and management structures (MOD)

The Headmaster of the Junior School chairs the Senior Management Team of the Junior School (SMT), which shares the collective responsibility for all aspects of Junior School leadership and management. The structure and membership of the SMT has been reviewed and clarified over the summer break and a list of job descriptions and a school management chart is on the teacher's shared area of the computer network.

The Junior School's SMT consists of:

- Headmaster
- The Deputy Head
- The Director of Studies

The Senior School's SMT consists of:

- Headmaster (Chairman)
- 2 Deputy Heads (a Senior Deputy Head and a Deputy Head [Pastoral/Personnel])
- 5 Assistant Heads (Head of Upper School, Head of Middle School, Headmaster of Lower School, Director of Studies and Co-curricular)
- Headmaster of the Junior School
- Bursar (of both the Senior and Junior Schools)

The Headmaster of the Junior School

He is responsible to the Head of Alleyn's and to the Board of Governors for all aspects of Junior School management. He works closely with the two deputies to ensure high standards are achieved in all aspects of curriculum, pastoral and school organisation. He works with the Bursar to implement the approved bursarial aspects of school, especially concerning equipment, facilities, refurbishments and redecoration.

The Deputy Head of the Junior School

The Deputy Head plays an important part in promoting and maintaining good discipline and effective pastoral care. Management issues include taking overall responsibility for the daily running of the school; professional reviews and performance management, professional development of staff and mentoring, curricular issues, the timetable budgets, premises, departmental resources and administrative support. The Deputy takes an over arching view of

curriculum, pastoral and school organisation responsibilities and is a line manager for the Director of Studies (curriculum)

The Director of Studies of the Junior School

The Director of Studies of the Junior School is accountable to the Headmaster for the implementation and delivery of the curriculum and schemes of work, in line with overall School policy. The DOS submits a report each term to the Headmaster on all aspects of curriculum and associated policy development. The DOS is responsible for the management of colleagues in their departments, which includes taking an active interest in their career development in addition to monitoring their performance and professional review and giving appropriate support; gifted and talented and internal assessments.

Subject Co-ordinators

Subject co-ordinators are key personnel in delivering the School's academic success. Key to the School's academic success is their ability to work closely with each other as a school committee chaired by the Director of Studies.

Short-term goals

- (a) To continue to develop the concept of a 'community of leaders' as expressed in the School's Vision (Point 4) which seeks to create a 'learning community' for all with all staff seen as, and acting as, leaders at all levels.

Chaplain

The Founder's Prayer that Alleyn's should be a place of 'godliness and good learning' is at the centre of Alleyn's values. Alleyn's respects, and is guided by, the importance of the Christian tradition of its Founder. In recognising the importance of the spiritual dimension of human life, Alleyn's is supported by a School Chaplain and the Vicar of St Barnabas Church, Dulwich, who is the Foundation Chaplain.

The Chaplain is accountable to the Headmaster for chaplaincy at Alleyn's, which seeks to encourage the spiritual well-being of the School community. Part of this is the leading and managing weekly assemblies, termly Chapel Services including Christmas Carol Services and a yearly Commemoration Service. These all support the aim to foster in pupils an appreciation and understanding of the spiritual dimension of life. The Chaplain also accompanies and supports the Chairman of Governors and Headmaster on Founder's Day at the Prize Giving Service.

The Chaplain teaches in the Senior School in addition to caring for the spiritual needs of both the Senior and Junior Schools and the wider Alleyn's Community. In addition to being licensed to Alleyn's, the primary focus of ministry, the Chaplain is licensed by the Bishop of Southwark to the parish of St Barnabas, Dulwich. As part of the parish staff team the Chaplain contributes to, and is supported in, the regular ministry of the two churches of the parish and the local community.

1.4 School Committees and Working Groups (MOD)

The School's leadership and management system includes a number of standing committees and occasional working groups (which are for a fixed period of time). Details of their terms of reference, membership and reporting procedures are made available to all staff. For a list of all school standing committees see the SDP Section 1.4.

Standing Committees

- Subject Co-ordinators (JS only)
- Admissions 4+, 7+ and 9+ (JS only)
- Capital Projects Group (Whole school)

JS Representation

(DOS)
MO'D
MO'D

• JS Common Room Salaries Committee (JS only)	MO'D
• Estates & Premises Committee (Whole School)	MO'D
• Facilities for the Community Committee (FCC)	(DOS)
• Health & Safety Committee (Whole School)	AEW
• House Tutors (JS only)	AEW
• Information & Communication Technology Committee	AEW
• Professional Development Committee (JS only)	AEW
• School Council (JS only)	AEW
• Senior Management Team (SMT JS)	MOD

On-going aim

- (a) To assess, at least annually, the effectiveness of this set of committees and working groups in meeting the needs of the School and in delivering its aims.

Short-term goals

- (a) For JS to have representation on and consider the findings of the new Minority ethnic and faith groups Working Group;
- (b) To consider the findings of the Head of Department Working Group;
- (c) To review the terms of reference of the Common Room Salaries Committee, with specific regard to its title to reflect more accurately the wider range of personnel issues it covers in relation to the Junior School;
- (d) For the Headmaster of the JS in consultation with Deputy Head, Senior School to consider and re-evaluate the role of the Marketing & PR Steering Group and to assess its terms of reference and the longer term strategy for marketing and PR in relation to link schools;

1.5 School Policies (MOD)

School Policies assist the smooth running of daily life at Alleyn's.

Although essential for the above, policies within the School are guidance documents and where appropriate the Headmaster and Chairman of Governors reserve the right to deviate from existing policies where they fail to reflect the particular set of circumstances in question. Policies may require review and amendment at any time in the light of changing circumstance at School or as a result of legislative changes.

On-going aims

In order to achieve this School Policies will:

- (a) Allow staff, pupils and parents to understand the daily running of the School and guide staff towards consistent and equitable approaches in their working life and their dealing with pupils and parents. These policies will be maintained clearly and consistently across the School, taking account of the most up-to-date version, and be disseminated using the School Intranet, 'Teacher Pool', the website where relevant, and through direct communication with parents, pupils and staff;
- (b) Address the full spectrum of School life covering issues of learning and teaching, relationships between staff, pupils and parents, disciplinary procedures and the range of sanctions available, as well as practical procedures for carrying out essential Health and Safety and Child Protection checks;
- (c) Be informed by official policy guidelines from national bodies and conform to mandatory requirements;
- (d) Be made freely available, in most circumstances, to all sections of the School community unless they are abbreviated for purposes of clarity and for confidentiality in particularly sensitive areas;

- (e) Be reviewed along with procedures, and the list of policies will be updated as required by legislative and ISC guidance, identifying any gaps between current policies and the legal requirement;
- (f) Involve specific external consultancy in the development of particular policy documents which require specialist professional knowledge in aspects of health and safety, child protection, et cetera;
- (g) Ensure the co-ordination of policy documents under delegated responsibilities within the Senior Management Team and develop policies which reflect changing legislative, social and environmental concerns;
- (h) Use available CPD to publicise revisions to policies and to assist in the process of policy development across the School, ensuring appropriate consultation over policy development with the School community particularly HoDs, Housemasters, staff and pupils.

Short-term goal

- (a) Review and update all School policies.

1.6 Communication & Publications (MOD)

Communication & Publications within the School community are vital elements in ensuring a shared sense of purpose and direction. Communication and publications link clearly to issues of marketing and publicity identified under Section 5.1.

On-going aims

In order to achieve this Communication & Publications will:

- (a) Provide suitable, managed content and enhance understanding of significant areas relating to School life;
- (b) To provide support for the publication of Heartbeat the parent magazine of the AJSA;
- (c) Allow those involved to feel empowered by understanding their role in the School;
- (d) Reflect the varied interests and activities of pupils, staff and parents in the School, as well as celebrating individual and collective achievements within the School community;
- (e) Present a range of publications produced by the School;
- (f) Provide internal publications that primarily refer to the daily working and running of the School and assist in the smooth operation of Alleen's;
- (g) Provide external communications that support this purpose and that celebrate successes;
- (h) See publications, which traditionally have been printed material, diversify into alternative technologies in order to reflect the needs of the community;

Short-term goals

- (a) To continue to develop a more recognisable 'house style' across all our communication formats with parents and others.

1.7 Junior/Senior School Links (MOD)

On-going aims

To continue to encourage strong links between the Junior and Senior Schools and to continue to gain a better understanding of each other's roles;

- (a) To continue to create clear agendas for regular meetings of teachers to discuss common aims and objectives for both schools;
- (b) To continue to jointly co-ordinate whole-school site development;
- (c) To continue to examine Junior School transition to the Senior School through systematic tracking of pupil progress through the school;
- (d) In particular to continue to review the content of and the requisite skills taught in the Junior School in core English and Mathematics.

Short-term goals

- a) For the Heads of the Junior and Lower Schools and the Directors of Studies of both schools to maintain regular termly meetings about Junior School pupil progress through the Senior School in regard to academic achievement and their co-curricular contribution.
- b) To continue to develop and maintain a strong ethos of working well together to raise overall standards of pupil and staff performance.

Academic achievement

- a) To continue to analyse transfer data of Junior School to Senior School;
- b) To use examination results and standardised data in a relevant way to continue to analyse progress of ex-Junior School pupils through the Senior School;
- c) To keep a running record of reviews of end of Year 6 pupils' rank order, with their end of Year 8 rank order, with student performances in GCSEs;
- d) To write a syllabus overview for English, maths and science as taught in Years 5/6 and 7/8.

Co-curricular contribution

- e) To monitor the uptake, number and type of clubs that are offered in each term, in order to reflect and support classroom work and pupil interests.

Medium-term goal**Shared resources**

To continue to develop the electronic links between the Junior and Senior Schools, in relation to updating the website, pupil transfer, the Intranet, timetabling and communications.

1.8 School self-evaluation (including follow-up on inspections) (MOD)

The school has addressed the inspection recommendations. This is reflected in new policies, particularly Gifted and Talented; in our continuing professional development, subject planning and classroom teaching. Over the course of the year new policies will be reviewed to see that they are being effectively used and yielding consequent positive results.

On-going aims

The School aims to develop a culture of continuous self-evaluation, key features of this include:

- (a) Implementation and constant evaluation of a professional development process for teachers that will encourage them, as reflective practitioners, to engage in regular critical self-reflection;
- (b) To develop further the use of subject co-ordinators to assess and improve the quality of learning and teaching in response to examination results;
- (c) To develop further a rigorous system of performance management with consistency across departments;
- (d) To work ever more closely with the Head of Lower School and the Director of Studies in the Senior School to maintain curriculum links and to track the progress the Junior School pupils through the Senior School;
- (e) A regular, at least annual, reappraisal of this School Development Plan, evaluating and updating all the various aims and goals;
- (f) On-going assessment, by appropriate colleagues, of *all* recommendations in the previous School inspection report.

Short-term goals

- (a) To research the use of benchmarking in monitoring whole school academic performance both Senior and Junior School;
- (b) To develop further the use of value-added in tracking pupils' performance
- (c) To continue to oversee the implementation of the school's response to the 'Next Steps' recommended in the January 2008 School inspection report (see below).

NEXT STEPS

- Greater challenges need to be provided for the more able pupils

In regard to meeting the needs of the most able children the Junior School takes the approach that differentiation will take place as part of all lesson planning and delivery to accommodate the needs of all pupils. Following broad consultation with key members of staff, the Gifted and Talented policy has now been implemented to accommodate the findings from the previous Inspection. The criteria used are designed to reveal both pupil strengths and weaknesses within an individual's overall profile. So, a pupil may be on the register for musical ability but not for other things.

There is a School definition for 'gifted' and 'talented': a child who stands above the level of their peers and shows extraordinary ability in a given area of school life and who performs in the top 5% of their year/age group in a particular subject; or who shows outstanding potential in music, art, drama or sport. For a child to be registered as either gifted or talented they will have been tracked over time and the final decision to put them on the register would not expect to take place until around Year 4. If the decision to include an individual child on our school register is taken then tracking information is fed into a written plan for each identified pupil. The plan known as an IEP outlines individual pupil strengths and weaknesses, targets, and strategies to be employed in working towards these targets in lessons. Information from a pupil's IEP is shared as part of weekly pupil news at whole staff meetings and then stored appropriately.

In addition to this development the school has continued to enhance individual pupils' academic progress through the mentoring programme and through the provision of more clubs designed to provide as broad an extra-curricular programme as possible. The school now provides 48 clubs per term for children to join. Discussions surrounding greater provision for all in higher order thinking skills have permeated curriculum and staff meetings and an external presenter gave staff INSET in April to focus on pupil thinking skills, creativity and reflection.

The reporting system has been remodelled to give parents more relative information about their children's progress. At the end of the Lent term 2009 children in Years 4 and 5 received a report card of results from end of term assessments in the core subjects English and mathematics. The report cards give parents raw scores and year group averages achieved in the Lent term topic tests.

- The professional development of staff needs to be enhanced by senior managers operating a more rigorous system of appraisal.

Ongoing aims

In March each year the school has traditionally held a '3-Book' Review to monitor the standard and consistency of work in the school. This process has been developed to include monitoring of individual teachers by Senior Management who made classroom observations and followed a full review of teaching and learning in the context of the school's Continuing Professional Development. The new Teaching and Learning Review fits in well with the current Continuing Professional Development Policy and the school culture provides opportunities for teachers to have both top-down as well as peer-appraisals. 6 teachers were appraised by Senior Management in the last academic year and a further.

- 6 teachers will be appraised as part of a top-down appraisal during the Lent term.
- All new members of the teaching staff will be part of a mentoring programme in their first year at the school; will receive a peer-appraisal and will receive a formal summary of their progress and probationary year by the Headmaster.

More opportunities should be given for pupils to use their writing skills across the curriculum.

Ongoing aims

The School has implemented a long term cross-curricular plan to develop children's short and extended writing skills by using selected literature resources in particular for History, Geography and Art. This is not to exclude opportunities for writing in other non-core subjects and planning will continue to reflect the need to enhance writing skills across the whole curriculum.

Section 2: Learning and Teaching

2.1 Junior School Curriculum Planning (AEW)

On-going aims

The focus on curriculum is to continue to liaise effectively with the Senior School and to oversee all planning. Provision for providing the best possible curriculum is via an academic committee that is largely made up of subject co-ordinators, who meet regularly to drive curriculum development forward. This group places an emphasis on better planning: the creation of long term plans that outline links between subjects; the development of medium term plans which were scrutinized during the Lent term's Teaching and Learning review and in the way that information is more readily given to staff via their peers.

- a) To continue to monitor subject co-ordinator meetings as a way of focussing on curriculum issues and spreading information effectively.
- b) To continue to monitor subject co-ordinator meetings and house tutor meetings as a way of addressing cross-curricular issues and better cross-curricular links.
- c) To continue to emphasis continuity in teaching as well as, where possible, continuity of teachers and small group work (setting) to reflect individual pupil needs. This includes continuing the mentoring programme which brings senior school sixth formers down to the Junior School for small group work is also very effective. To continue the reading programmes across the school.
- d) To load Long-term plans onto the website in a diagrammatic way for communicating our topics of work effectively;
- e) At a later date to look at loading long-term plans onto the intranet in a way that they can be used as a working document for teachers;
- f) To look for opportunities for interactive learning between home and school that is planned for 2011/12.
- g) To continue to develop the high level of communication that exists between the Directors of Studies of both schools to enhance the syllabus and track the progress of Junior School children in their senior years.

Short term goals

- a) **Gifted and Talented Policy**
 - To continue to implement the Gifted and Talented policy in an effective and meaningful way so that those children registered receive enrichment;
 - That this enrichment is reflected in both their stimulation and success.
- b) **Specific Learning Differences Policy**
 - To continue work with the Co-ordinator of Learning Support to consider the best ways to detect specific learning differences and best provide for these pupils.
- c) **Individual Education Plan**
 - To continue to prioritise pupil news and sustain the policy of effective communication of pupils news via class teachers and parents, then class teachers and the learning support teacher;
- d) **Long-term and Medium term curriculum planning**
 - To make more curriculum information available to the community using electronic updates for long term plans.
- e) **Academic Monitoring**
 - To continue to develop the reporting system through liaison with the Senior School's Director of Studies so that the system gives a clearer view of a pupil's developing academic and pastoral profile. Initially this will be considered through a review of changes to the reporting policy undertaken last year and to review both quantitative and qualitative forms of reports.
- f) **Assessment Review**
 - To continue to review the use of standardisation;

g) **Reporting**

- To continue to refine our electronic reporting system and assess the usefulness of using the CMIS system to create pupil reports.

h) **Homework policy and provision**

- To continue to review the School's overall approach to differentiating homework;
- To review the allocation and nature of homework in the light of curriculum changes.

2.2 Infants' and EYFS Curriculum (LAM)

Ongoing aims

The Junior School is all 'under one roof' but the Infants' department is a discrete section of the school in which there is a Reception class (either classified as the last year of nursery or the first year of school) and Years 1 and 2. The Reception class follows the Early Years Foundation Scheme which was formally introduced in 2009. Together with Years 1 and 2 these three classes form the Infants' department and have particular developmental needs separate from the rest of the school. A new Head of Infants was appointed in 2008 and work has begun on reflecting and reviewing the needs of the department discretely as well as reviewing them integrally as part of the whole school.

Short term goals

a) Infants'

- To create a document of good practice for the Infants' department that will be reviewed in 2009 and developed as a policy document.
- To review assessment and reporting arrangements for infants to ensure consistency across Key Stage 1.
- To review the cycle of taught topics to create more opportunities for cross curricular links and enrichment;
- To audit resources for all infant subjects and establish a central electronic storage area for the infant department;
- To clarify of job descriptions of Teaching Assistants' roles in the classroom.
- To establish and Infants' budget which is discrete from the Juniors subject subject and central services.

b) Reception

- To review outdoor spaces to accommodate the new scheme of work that has been introduced for the Reception class;
- To begin small class projects in line with the suggestions given by the advisor from Southwark Early Years.
- Remove/re-do mural on the wall of the Reception playground.
- Develop the outdoor play space to use as an outdoor learning space as required to fulfil the EYFS syllabus;
- Review assessment and reporting arrangements through requirements of the EYFS profiles.
- Review arrangements for communicating with parents and those teachers who work with Infants to make the needs of pupils in this age group clear and in line with the Early Years Scheme.
- Consider arrangements for discussing individual pupils with parents at start of the year;
- Develop a system for obtaining nursery profiles for continuation into reception.

Medium term goals

- To continue to review assessment procedures for end of Key Stage 1 in light of new Early Years Foundation Scheme and impending changes to the National Curriculum Key Stage 2 and 3.

2.3 ICT for learning and teaching (AEW)

ICT offers extensive opportunities to meet Alleyn's Values in providing a broad and inclusive curriculum which incorporates skills-based learning, is individually tailored and leads to developed presentation and communication skills.

On-going aims

In order to achieve this ICT for learning and teaching will:

- Develop and encourage the use of ICT in the ongoing support of effective learning and teaching;
- Provide systems to allow pupils and teachers to present their materials in an increasingly confident way through the use of taught programmes;

Short-term goals

- To develop staff training, co-coordinated within and across departments, to target common needs: e.g. Use of interactive whiteboards and the use of popular software applications;
- To monitor the teaching of the Information Technology Across the Curriculum through the subject co-ordinators' meetings with a focus on sharing good practice along with teaching and learning.

Medium/long-term goals

- To develop the Learning Platform to include learning and teaching resources for School and home use and online learning and assessment packages within departments;
- To develop a training programme for the introduction and use of the Learning Platform for staff and pupils.
- To incorporate School and home access to learning: teaching materials, file sharing, School policies and procedures and including the existing Intranet content.

2.4 Co-curriculum (AEW)

On-going aims

Alleyn's Junior School views co-curricular activities as an essential part of providing an holistic education.

In order to achieve this, the School will:

- Maintain strong support for *all* co-curricular activities as a central aspect of life at the school;
- Promote and actively encourage the involvement of pupils in a wide range of co-curricular activities in addition to their academic studies;
- Actively encourage staff to take part in co-curricular activities;
- Celebrate the excellence of, and wide participation in, Alleyn's sporting activities, music, art and drama;
- Promote a range of societies and awareness of these and encourage senior pupils to take a leading role in their organisation;
- Actively review, investigate and advise on particular co-curricular issues through the Co-curricular Committee.

Short-term goals

- Continue to develop the Clubs programme and in particular for there to be more academic clubs in the Junior Department;

- (b) Continue to review and evaluate the 'Trips and Excursions' paperwork;
- (c) Investigate formalising the monitoring, recording and acknowledgement of pupils' individual involvement in co-curricular activities;
- (d) Consider how best to manage the overall co-curricular programme, with particular regard to managing clashes and conflicting demands on time, facilities and pupils.
- (e) Review the school's policy in regard to using peripatetic teachers in music, drama and LAMDA courses, in timetabled lessons.

Medium-term goals

- (a) To investigate how best to report on the co-curriculum including any particular achievements outside of school;
- (b) To use more expert visiting speakers/performers to inspire, promote and celebrate co-curricular activities;
- (c) To review the Trips and Excursions programme.

2.5 Learning Support (MOD)

Ongoing aims

All children at AJS should have equal access to high quality education. Those pupils experiencing difficulty with an identified learning difference will receive differentiated work and support both within the classroom and, where designated appropriate, from a learning support teacher. Conversely, those pupils who are deemed to be gifted and/or talented will also receive differentiated work and support both within the classroom and outside.

Short term goals

- a) The department will continue to support pupils through individual withdrawal together with increasing support within the classroom for small groups in the Junior School;
- b) Will continue to work during classroom sessions teaching the RWI (reading) scheme;
- c) Will continue to deploy the part-time language therapist gainfully to work with individuals, or small groups with language difficulties.

Medium term goals

- a) The department will increase the knowledge and understanding of teachers with regard to learning differences of their pupils by providing specialist advice, outside speakers, continuing professional development; and specialist courses.
- b) Will improve the study skills programme for all pupils through workshops and a working party initiative to research pupil needs and report back to whole staff meetings.

2.6 Academic monitoring/tracking and value added (MOD/AEW)

Short term goals

- a) To continue to monitor overall academic School performance
- (b) To maintain the electronic tracking document for all pupils in a systematic and meaningful way but share best practice across key stages 1 and 2, using key indicators such as standardised scores, formative and summative assessments and use a comparative set of results for each pupil based on competence and performance;
- (c) For the Senior School's Director of Studies to liaise with the Head of the Junior School and the Deputy Head to configure tracking data in a systematic and meaningful way;

Medium term goals

- a) To train Junior School teaching staff to use the new assessment software.
- b) To continue to monitor the results of pupils and cohorts;
- c) To use tracking documents to create pupil targets accessible for all staff through the CMIS's assessment module;

- d) To develop the use of value added data against an agreed Key Performance Indicator at whole-school level;
- e) To use an agreed numerical model for value added for Junior School pupils in liaison with the Senior School.

Section 3: People (pupils, teaching staff, support staff, parents)

3.1 Pastoral system (MOD)

The school will aim to provide a happy, caring and safe environment in which the spiritual, moral and physical development of each pupil is promoted. The pupils will be encouraged to behave in a responsible manner, both to themselves and others, showing respect, courtesy and consideration at all times. They will also be encouraged to respect the views of others and to obey the golden rules which will be drawn up to ensure the good behaviour, safety and well-being of the pupils and the smooth running of the school.

On-going aims

- (a) To ensure strong pastoral care for all pupils;
- (b) To ensure effective communication between pupils, teachers, Tutors, Housemasters, sections and parents;
- (c) To provide continuing professional development opportunities for all staff to develop their pastoral skills;
- (d) To provide opportunities for older pupils to support junior pupils;
- (e) To ensure appropriate support is available to pupils and staff.

Short-term goals

- (a) To review and update the opportunities for pastoral care on the website;
- (b) To continue to provide opportunities for further professional development for teachers.

3.2 Counselling and the Chaplaincy (MOD)

As an important part of the pastoral care provided by the School, access to a male or female counsellor is available to all pupils and staff. Pupils may self-refer or can be referred by teachers and/or parents. The school ensures that there are clear arrangements for access to a counsellor, or a chaplain through policy development and via class teachers in circle time which is a class based scheme that provides opportunities for children to raise questions in regard to their personal health and well-being. The School Council also provides a system for children to discretely raise issues in a private and discrete way.

The Founder's Prayer that Alleyn's should be a place of 'Godliness and good learning' is at the centre of Alleyn's values. Alleyn's respects and is guided by the importance of the Christian tradition of its Founder. The Chaplain is responsible for the spiritual well-being of the Junior School community and for leading and managing rostered assemblies and seasonal Chapel Services including the Harvest and Spring Festival, the Founder's Day Service and the Leavers' Service in Christ's Chapel. The Chaplain fosters an appreciation and understanding of the deeper, inner spiritual world of children.

On-going aims

- (a) Access to a male or female counsellor;
- (b) To ensure effective counselling opportunities are available to pupils and staff who may require them;
- (c) To ensure that all pupils and staff who are new to the school are aware of the availability of counselling support, and the role of the Chaplain;
- (d) To ensure that the role of the Chaplain in seeking to fulfil the School's vision and values with specific regard to spiritual and moral values and Alleyn's being a place of 'Godliness and good learning' is maintained.

Short-term goals

- (a) To review the operation of the counselling in the school;
- (b) To investigate the possibility of establishing an annual Alleyn's Chaplaincy Lecture.

3.3 Personal, Social and Health Education (PSHE) (MOD)

On-going aims

- (a) PSHE is a subject in the Junior School but delivery of the programme recognises that there are although a variety of structures and ways of providing an holistic system which supports this: including special days, assemblies, formal lessons, co-curricular activities, the House system, chaplaincy, child protection and counselling all encompass the spirit of any child's personal or social health. Through the work of the PSHE co-ordinator the Junior School will continue to build up links with local community groups. The PSHE programme encourages class teachers to be pro-active in the use of their Circle time and in the keeping of Circle time folders. The school operates a, 'no blame', 'no name' anti-bullying policy and the School's Child Protection procedures are discussed regularly with staff during training days. In conjunction with the AJSA (the parents' association) parent workshops and discussion groups are held regularly.

Short-term goals

- a) To reconstitute the School Council to provide more opportunities for individuals to express an opinion;
- b) To provide the School Captain and Vice-Captains with opportunities for more responsibility;
- c) To provide all pupils with opportunities to make suggestions discretely as well as in class groups.
- d) Develop better cross curricular links between the teaching of science, RE, maths, drama and humanities with PSHE.

Medium-term goal

- a) Continue to improve the range of books in the library that will support all areas of the PSHE and Citizenship curriculum;
- b) Involving the Senior School's, School Captain and Chaplain to deliver various PSHE topics through the assembly programme;
- c) Consider becoming accredited as a Healthy School;

3.4 Child Protection (Child Protection Officer) (DCM)

The School has a Child Protection Officer, Mr David Morton is legally responsible for safeguarding children in all sections of the School. Mr Morton is in regular contact with the Headmaster of the Junior School and the Deputy Head relating to all Child Protection issues. Within the Junior School Mrs Joanna Perks takes responsibility, as the School Counsellor, for Child Welfare especially in regard to developing curriculum and counselling strategies. The Junior School keeps close links with Southwark's Safeguarding Children Board and other relevant external agencies.

On-going aims

- (a) To continue to maintain awareness amongst all staff of Child Protection issues, to provide training and update policies as appropriate.
- (b) To meet new teachers and provide induction in Child Protection issues.
- (c) To provide staff with relevant and regulatory training.
- (d) To keep the Headmaster informed about developments in Child Protection issues as raised by government and external agencies.

Short-term goals

- a) To continue to support programmes which raise children's self-esteem and confidence;
- b) To continue to keep pupils, staff and parents informed of our responsibility in regard to Child Protection issues.

3.5 Teaching Staff (MOD)

Alleyn's most valuable asset is its staff. The recruitment, retention, teaching allocation and academic excellence of its teachers is of paramount importance in ensuring that each pupil achieves his/her potential.

The Headmaster of the Junior School gives particular attention to the following on-going aims:

On-going aims

- (a) To recruit committed and well trained teachers with high professional standards;
- (b) To aim for academic excellence in the staff appointments;
- (c) To employ the best possible staff as judged by School needs;
- (d) To monitor the effectiveness of the School's recruitment, retention and promotion (internal and external) of staff;
- (e) To encourage staff to join appropriate professional academic organisations;
- (f) To monitor pupil-staffing ratios at all levels;
- (g) To give close attention to care and training for Newly Qualified Teachers (NQTs);
- (h) To monitor the effectiveness of the induction programme for *all* teachers new to Alleyn's (not just the NQTs);
- (i) To monitor the provision of dedicated support staff for all school areas.

3.6 Professional Review Process for teaching staff (MOD)

Professional development is at the heart of Alleyn's vision of providing *'co-educational excellence for all, in a caring, friendly, tolerant community'* which includes the aim *'to engage all teaching and support staff in on-going professional development and to be a "learning community" for all'* (quoted from the School's Vision & Values, full details are given on the School's website).

On-going aims

The professional development process aims to:

- (a) Ensure that each pupil's learning experience is of the highest quality;
- (b) Enables teachers to maintain the highest quality of teaching;
- (c) Reinforces high standards of professionalism, by encouraging teachers to be critically self-reflective, to self-review and self-assess in terms of their teaching and continuing professional development;
- (d) Recognises and values good practice and performance, enhancing a teacher's sense of being valued and appreciated;
- (e) Stimulates and facilitates the sharing of good practice across the School, in academic, pastoral and co-curricular areas;
- (f) Empowers teachers to contribute to departmental and School development plans, through advice and support from peers and line-managers in setting personal developmental aims or targets;
- (g) Contributes to the overall co-educational excellence at Alleyn's.

Short-term goals

- (a) To elicit feedback from teaching staff on the first round of the professional development process;

Medium-term goal

- (a) To ensure that the relationship between peer support and performance management remains complementary, efficient and effective in contributing to the high standards of teaching and learning, and job satisfaction for the teaching staff.

3.7 Support staff – management structure and performance management (SRB)

The primary aim of the School's support staff is to provide administrative assistance to enable teaching staff to deliver the principal service of the charity: education. The range of services provided includes secretarial and general administration, technical support for departments, maintenance of the premises and grounds, and financial and related services for parents and staff. The management of this team of over sixty individuals plays a significant part in the smooth running of the School.

On-going aims

- (a) To provide the necessary staffing arrangements to support teaching staff with administrative tasks to enable them to deliver the curriculum;
- (b) To arrange termly meetings of support staff so that issues can be raised and discussed openly and so that information about the School's development and future plans can be explained;
- (c) To provide support for pupils and staff at events and assistance with organising and running co-curricular activities;
- (d) To monitor the capacity of administrative staff, engaging external support as required;
- (e) To monitor the structure of the support staff including line management moving towards the target staffing structure.

Short-term goals

- (a) To continue to define detailed job and person specifications for support-staff roles and to ensure that roles match requirements; to ensure that all roles contain clearly stated expectations concerning support required for co-curricular activities;
- (b) To continue to ensure that supporting roles are adequately covered and that knowledge which is key to the School's administration is not solely vested in any individual;
- (c) To include all support staff in the individual yearly development meetings. To provide a budget for training and courses for support staff;
- (d) To recruit an additional member of accounting staff which will help provide improved separation of duties within the finance function, adequately trained cover for existing posts and suitable support for the growing commercial activities.

Medium term goals

- (a) To introduce a system of peer review to enhance feedback for staff;
 - (b) To arrange in-house seminars to disseminate best practice in common activities.
-

3.8 Continuing Professional Development (CPD) (otherwise known as INSET) (MOD)

Continuing Professional Development (CPD) is the process which ensures that all staff at all stages of their careers are able to learn and develop in order to have a positive impact on the School. Participation in relevant training is both an entitlement and a responsibility for all staff in the school. The school arranges whole-school Continuing Professional Development and also provides twilight opportunities. Staff are also encouraged to attend courses which will further their professional development; requests for courses may come directly from individuals, through subject development plans, or via the curriculum co-ordinator who keeps a file of all courses available and courses undertaken.

Ongoing aims

- (a) To publish available courses to staff;
- (b) To encourage the evaluation of courses;
- (c) To encourage and provide support to staff taking additional professional qualifications;
- (d) To review arrangements for Junior School staff in relation to sabbaticals;
- (e) To respond to specific CPD needs through subject planning and the Professional Development Process.

Short-term goals

- (a) To continue to develop the in-house twilight Continuing Professional Development opportunities.

3.9 Alleyn's Junior School Association (parents) (MOD)

The Alleyn's Junior School Association is the School's parents' association and plays a valuable role in the School community.

On-going aims

- (a) To continue to foster close relationships between home and the School;
- (b) To provide a channel of communication between the School and the parents;
- (c) To support the School by utilising the expertise of the parental body, particularly in the areas of work experience and careers guidance;
- (d) To provide educational evenings dealing with topics relevant to parents;
- (e) To arrange a programme of social events.

Section 4: Resources – capital projects, premises, ICT and grounds**4.1 Major Capital Projects (CD)**

The Capital Projects Group (CPG) co-ordinates and oversees the long-term strategic plan for major and minor capital development projects, as determined by the Governors' Development & Education Committee.

It manages, and aims to update at least each term, a list of major and minor capital projects as requested by Heads of Departments (and any other groups), prioritising projects for approval and positioning on an action plan, which the Bursar publishes to all staff.

The CPG manages lists of projects. The 4 lists are as follows:

- List A: Current projects (approved by Governors, funded and in progress)
- List B: Recommended with the highest priority (awaiting Governors' approval and/or funding)
- List C: Recommended to Governors for serious consideration (next in priority after List B)
- List D: Desirable projects for future consideration

Short-term goals

- (a) To establish the regular updating (at least termly) and publishing of Lists A, B, C, D;
- (b) To establish a capital projects budget with an operating policy and procedure;
- (c) To manage the projects listed in CPG's List A, those which have been approved by Governors, have funding approved and are in progress;
- (d) To keep List B under close review, aiming to move items on it up to List A.

Medium/long-term goal

- (a) To consider and, if appropriate, act on the CPG's Lists C and D.

4.2 Minor Capital Projects (MOD)

Minor capital projects encapsulate the on-going drive within Alleyn's to see renewal and development of our existing resources and facilities.

On-going aims

In order to achieve this Minor Capital Projects will:

- (a) Allocate significant sums for site renewal within the Annual Budget cycle;

- (b) Commission works where at all possible during holiday periods;
- (c) Ensure essential repairs are conducted as required;
- (d) Be reviewed, as part of the Capital Projects Group discussion, and be presented to the Development Committee of the Governing Board;
- (e) Be driven by members of SMT with teacher reviews providing the stimulus for proposals to be considered;
- (f) To ensure that a rolling programme of site-wide small works and refurbishment is maintained and updated with time-frames linked to projects;
- (g) To review the figures set to budgets arising from approved capital items in the annual departmental budget requests, to support the above.

Short-term goals

- (a) To finalise the annual minor-works programme around the School site 2010/11, communicating to the School community, through the Estates Bursar, the refurbishment programme over holiday periods;
- (b) To set realistic targets in terms of delivering planned works on the approved projects within agreed budgets.

4.3 Premises – buildings maintenance (SRB)

Daily building-related issues are raised using emails to the Maintenance Department, or via its hotline. The telephone hotline is used primarily for urgent or emergency matters for which an especially prompt response is required. General tasks are prioritised by the Estates Bursar who aims to minimise disruption to teaching.

Larger tasks or ongoing issues are raised at the Estates & Premises meetings which take place weekly. These tasks are scheduled for the School holidays whenever possible and are often undertaken by contractors. A number of quotations are sought to ensure the School's funds are best directed and these are presented at the Estates & Premises meetings together often with a recommendation from the Estates Bursar and the Bursar.

On-going aims

- (a) To respond promptly to daily running issues raised by users, ensuring that users are comfortable and able to perform their duties;
- (b) To provide access to the School's facilities for all users including those with impairments. This includes providing the necessary hygiene facilities, suitable signage and making adjustments to equipment and amenities to allow all users to benefit from the School's services equally;
- (c) To ensure that utility services are maintained including all plant, plumbing, lighting, the electrical supply and associated appliances. To carry out annual PAT testing;
- (d) To maintain all buildings in sound structural order, and in a good decorative state including internal and external paintwork and floor coverings, repairing and replacing doors, windows, fittings and furniture; to keep all external areas in good condition for their designated uses; to promote a thoughtful, practical approach to provision of an attractive and well maintained School site;
- (e) To keep clean all areas of the School using the School's in-house cleaning team and specialist external contractors where needed, including the monitoring and control of pests;
- (f) To provide suitably safe conditions for all users, including maintaining and testing fire protection devices, ensuring safe storage and use of hazardous materials, etc;
- (g) To provide and maintain CCTV and access control systems throughout the School to ensure that approved users can gain entry to authorised areas whilst keeping staff, pupils and property safe from unauthorised access; all contractors on site during term time to be CRB cleared or accompanied at all times.

Short-term goals

- (a) To trial and, if successful, embed a routine room-by-room building check as part of the active maintenance processes throughout the school;

- (b) To use the maintenance schedules to inform the baseline yearly maintenance budget requirements;
- (c) To research the possibilities for an intranet-based, maintenance-reporting system to improve current methods;
- (d) To ensure that all buildings have staff who have been trained as fire marshals;
- (e) To rearrange Bursary and Development office space.
- (f)

Medium/long-term goals

- (a) To analyse recurrent maintenance issues across the site so that patterns of equipment failure or regular damage can be identified and avoided if possible;
- (b) To extend fire-protection provision to include additional visual indication for disabled users.

4.4 Premises – departmental refurbishment (SRB)

Delivery of effective learning and teaching is the central goal of the School. This is supported by the continual investment in, and upgrading of, existing teaching spaces on the School site.

On-going aims

In order to achieve this departmental refurbishment will:

- (a) Promote with Heads of Department and their departmental colleagues the role they play in prioritising the needs for refurbishment of their own teaching areas and an understanding of the renewal cycle across the school;
- (b) Respond to requests for upgrading of existing furnishing, through the Annual Department Review discussions with the Senior Deputy Head, and the Budget Request with the Bursar, and to promote the establishment of a more common corporate identity, standard and quality of furnishing and fitting;
- (c) Take account of available budgets, across Department needs and the ordered sequencing of refurbishment within the School;
- (d) Be supported through a structured response from the SMT and the Bursary/Estates Office.

Short-term goals

- (a) To review with HoDs the potential for refurbishment in their teaching areas and provide a clear programme for referral of refurbishment requests by departments through the Bursar's Office as part of the capital requests element in their annual budget;
- (b) To ensure the structure of the Estates Meetings and Capital Projects Group prioritises the needs for refurbishment across the site;
- (c) To promote the development of a site-wide programme for heat management across the School;
- (d) To schedule a review meeting which will take place after the submission of Department Budgets (Lent term) to discuss items of capital investment within the request (Bursar, Senior Deputy Head, Head of Finance, and Estates Bursar).

Medium/long-term goals

- (a) To link effectively the refurbishment programme with other planned-for works e.g. ICT development in order to minimise the disruption to learning and teaching;
- (b) To establish the cycle of regular refurbishment within departmental areas.

4.5 ICT for administration, communication and general use (MOD)

The central aim of electronic data storage and communication should be to support the smooth and efficient running of the School.

On-going aims

In order to achieve this, ICT for administration, communication and general use will:

- (a) Provide data-secure systems for electronic storage of information and communication between individuals that are easy to use, reliable and stable, and supported by appropriate hardware provision for access;
- (b) Ensure that all electronic data and communication is compliant with legislation governing data protection and freedom of information;
- (c) Provide for the safe disposal of hardware in an environmentally friendly manner and in line with the charitable aims of the School;
- (d) Link effectively with other planned-for works (e.g. ICT development) in order to minimise the potential disruption to learning and teaching.

Short-term goals

- (a) To develop systems for communicating electronically with parents;
- (b) To further develop the Management Information System (MIS) to increase efficiency in the storage of information regarding pupils' academic progress and co-curricular participation and achievements;
- (c) To develop an electronic method of gathering pupil-profile information;
- (d) To devise and implement a programme of training in the use of the MIS for relevant Administrative Staff and Senior Management Team.

Medium/long-term goals

- a) To develop a web-based system for communication with staff, pupils and parents;
- b) To develop the Intranet to improve electronic messaging and internal notices;
- c) To adapt the use of the Management Information System database's handling of pupil information in light of expanding purposes and functionality e.g. provide Web access to additional user-groups such as pupils and parents;
- d) To evaluate support-needs as system-use evolves.

4.6 Grounds and gardens (SRB)

The School is privileged to possess a substantial site within the primarily residential area of Dulwich. The site spans both sides of Townley Road and comprises the School buildings and the playing fields together with an all-weather playing surface, a running track and several tennis courts. There are also attractive landscaped areas between the buildings which provide recreational space for pupils and staff. The main School site is enclosed by railings which maintain a secure environment.

On-going aims

- (a) To maintain the grounds in order to provide a pleasing environment conducive to learning;
- (b) To provide facilities for litter collection and to respond to information about damage and to encourage pupils to respect and appreciate their environment;
- (c) To extend and enhance planting so that the site matches the high standards of neighbouring properties and reflects the School's respected status within the community.

Short-term goals

- (a) To enhance the planting and design of the Memorial Garden making it easier for members of the Alleyn's community to visit and enjoy;
- (b) To enhance the planting and landscape design of the newly pedestrianised east side of the main building by the Astroturf.

Medium/long-term goals

- (a) To secure the southern part of the site in order to eliminate unauthorised access especially fouling of the facilities caused by dogs;
- (b) To provide sufficient facilities to enable the propagation of the majority of plants on site;
- (c) To upgrade dated fencing around the boundaries and on-site sports facilities.

4.7 Environmental issues (recycling, energy saving, etc) (SRB)

The School is committed to long-term sustainability. The consideration for others that is encouraged among staff and pupils extends to those whose environment is affected by the operation of the school. Although this effort must be limited by the economic constraints of the School as a charity, every opportunity to reduce the impact of the School on the environment will be considered and acted upon where possible.

The School is active in promoting environmental issues to pupils through the curriculum and organises an Environmental Society to raise awareness of issues both local and global. The School is aware that many of the voluntary steps it takes today to minimise its impact upon the environment are likely to become statutory in the future.

On-going aims

- (a) To continue to encourage pupils in their recycling activities;
- (b) To replace light bulbs with high efficiency ones wherever possible;
- (c) To continue composting organic waste generated on site;
- (d) To ensure that the Capital Projects Group considers sustainability when making alterations to the School site;
- (e) To continue meetings of the Environmental Committee and consider suggestions proposed by pupils and staff;
- (f) To discourage the printing of materials wherever possible and encourage the use of duplex printing.

Short-term goals

- (a) To consider the survey performed by the Carbon Trust and schedule actions from its recommendations;
- (b) To extend the system to turn off computers when not in use to office computers as well as laboratory machines;
- (c) To provide more secure and, where possible, covered cycle racks for both staff and pupils to encourage more cycling to School.

Medium/long-term goals

- (a) To consider water usage across the site and use grey water where possible;
- (b) To look at the options for power and heat generation. The main boilers are nearing the end of their working life and all alternatives to gas-fired boilers need to be considered including the use of combined heat and power and/or alternative fuels so that the carbon footprint of the site is minimised.

Section 5: External relations

5.1 Marketing, publicity and public relations (ARF)

Marketing of the School is an essential contributor to the School's ongoing success. The staff, pupils, parents and alumni are the most valuable allies that the School has in promoting its achievements and reputation in the community of Dulwich, across London and nationally.

On-going aims

In order to achieve this, marketing, publicity and public relations will:

- (a) Identify opportunities in the local press, educational journals, national publications as well as other media to spread as widely as possible the on-going 'vision and values' of the School;
- (b) Highlight the achievements and successes of the School community;
- (c) Maintain good public relations by being proactive in presenting 'good news' to a wide audience;
- (a) To establish an on-going presence across the educational press in the form of 'good-news' stories about the School arising from maintained contacts;
- (b) To ensure on-going development through marketing the positive image of the School to prospective parents and pupils;
- (c) To promote further the application rate, through targeted marketing, of Bursary and Scholarship candidates to the School.

Short-term goals

- (a) To promote use of electronic communications with the parent body through email and website postings;
- (b) To enhance the level of contact with media sources across South London and in the educational and national press;
- (c) To develop the new School website and maintain the relevance of the content;
- (d) To highlight individual successes of pupils and staff to the School community and in the local press, responding appropriately to publicity requests but protecting the core purpose of effective learning and teaching throughout the School year;
- (e) To co-ordinate communication with the Development Director;
- (f) To continue the development of the platform from which the Alumni Officer presents news about School achievements to the former pupils of Alleyn's.

5.2 Community and partnership links (SPC/MOD)

The Facilities for the Community Committee (FCC) was set up in 2005 and its purpose is to consider applications to use Alleyn's facilities. There is a full-time Director of Facilities for the Community (DCU), supported by a part-time Duty Manager, who manages the community use of the facilities.

Southwark Community Education Council (SCEC) was set up in 1992 to "advance education in the Borough of Southwark". Alleyn's supports this by hosting the Year 6 Maths Scheme in the Junior School and the Dulwich Youth Orchestra.

On-going aims

- (a) To continue to audit all beneficiaries/users of the FCC scheme to ensure they adhere to all the criteria set down on their application to use Alleyn's facilities, including where applicable the 'Bursary Scheme';
- (b) To ensure the School's facilities and users are managed in a professional manner that complies with all relevant legislation and with a minimum impact on school life;
- (c) To maintain an up-to-date notice board within School of current FCC events, and to ensure that the information on the website is up-to-date and accurate;
- (d) To maintain and improve links with local schools;
- (e) To maintain and improve links with Southwark Council, in particular their Youth Development work;
- (f) To promote school links across the independent and maintained sectors by positive involvement with the Southwark Community Education Council and the Southwark Schools' Learning Partnership.

Short-term goals

- (a) To develop the role of the Edward Alleyn Building and Michael Croft Theatre as a facility both for Alleyn's and the wider community;
- (b) To review the structure of the FCC Scheme in the light of the appointment of the Development Director.