



Alleyne's Junior School

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

School Development Plan (JUNIOR SCHOOL)

An Audit of Progress and Achievement for 2008-09

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How the School Development Plan was linked to Alleyn's Vision in 2007-8

ALLEYN'S VISION - A SUMMARY

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 community of leaders
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
2.1	AEW	A	A				A
2.2	AEW	A					A
2.3	AEW	A					A
2.4	AHC	A	B		C	B	C
2.5	AHC		A		B	C	B
2.6	MOD						
3.1	AEW		A		B		
3.2	MOD		A			B	
3.3	AEW	B	B				A
3.4	MOD	A	A		A	B	A
3.5	MOD	A			A		A
3.6	SRB	A			A		
3.7	MOD	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	ARF			A		A	C
5.2	SPC				C	A	B
5.3	CD			B		A	
5.4	CD	B		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.

Section1: General – strategic management

1.1 School structure and size (MOD)

The Headmaster of the Junior School and the Assistant Head (Director of Studies) in the Senior School researched the desirability and options for possibly expanding the Junior School. After considerable analysis and for a variety of reasons, it was concluded that, with the current site and facilities, the present structure and size was ideal.

Following this research it was further decided that the school would keep an open mind with regard to acquiring a new site for either the Junior School or a 'pre-prep' section of the Junior School should one become available but this is currently not being actively pursued.

The Headmaster of the Senior School, Dr Diggory; the Head of the Junior School, Mr O'Donnell and the Governors' Finance Committee continue to monitor the overall school numbers and they look closely at projections. The overall structure of the two schools, Junior and Senior, has been maintained but the size of each section in the Senior School continues to be above the ideal listed in the School Development Plan, with around 40 pupils more than the ideal total number in the Senior School. Junior School numbers are at maximum defined limits.

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

The Junior School's admissions policies and procedures for entry at 4+, 7+ and 9+ were reviewed and approved by the Board of Governors and were widely distributed in the school community, over the website and at Open Days and on request. It was sent out to parents of prospective siblings who were intending to apply for a place at the Junior School.

Intake points 4+, 7+ and 9+ ran smoothly this year. Splitting the staff into teams to specialise in areas for assessment at different intake points has continued to provide an improved consistency of approach and more reliable results.

At 4+ we made several key changes from previous years. A new, age appropriate standardised test, now forms a significant part of the overall assessment. The non-standardised Language and Practical Reasoning sections were updated and three key indicators of a child's potential aptitude have been highlighted. The presentation and administration of the process has also been streamlined.

At 7+ the English and maths sections were updated in order to test a wider range of skills.

At 9+ all papers have been updated to broaden the range of skills tested and a 'group task' assessment has been included to identify listening and understanding, collaboration and participation which was most revealing.

Alleyn's Junior School does not have a siblings' policy and bursaries and scholarships are not available to successful prospective candidates.

Numbers applying for places at the Junior School were above expectation and there were 41 school families, that is families who currently have children at the Alleyn's, who applied for places at 4+, 7+ or 9+ from which 16 children were offered places.

1.3 Leadership and management structures [teaching staff] (MOD)

As part of the response to the school inspection recommendations for January 2008 the Junior School Senior Management team was organised more clearly during the Trinity term. The Junior School's SMT comprises the Head of the Junior School, the Director of Studies (Curriculum) and the Deputy Head (Pastoral).

The Director of Studies has been closely involved in meeting with the Heads of Department in the Senior School, particularly English, maths as well as the Director of Studies to discuss Junior/Senior links and to develop a calendar of meetings for Junior and Senior teachers.

The Head of Infants left to take up a promotion at another school at the end of the academic year and the new Head of Infants has developed a separate but closely linked development plan for the Infants' department and has successfully overseen the implementation of the new Early Years Foundation Scheme.

A new Bursar for both Senior and Junior School was appointed in September 2008 and has made it a priority to work closely with the Senior Deputy Head (Senior School) and the Head of the Junior School to maintain clear budget controls in all areas of the school.

The leadership of ICT across the whole school community has been reviewed and the new post of Director of ICT has been created with effect from September 2008.

A new post of Director of Development & Finance has been created which includes the new role of Deputy Bursar. An appointment was made in the Lent term, 2009. Though this post is not 'teaching staff' it is also referred to here because as Deputy Bursar he will work closely with all areas of the school community.

1.3 School Committees and Working Groups (MOD)

At an away-day in the Trinity term the Senior Management Team assessed the general effectiveness of school committees and working groups and judged them to be effective and efficient in providing channels for communication and consultation.

The Committees are also effective for managing the decision making process through a system of delegated autonomy involving a wide range of colleagues from the Common Room and Support Staff. They successfully pass on clear recommendations and feedback to SMT.

In regard to the Junior School there are clear links where necessary to these School Committees including: Facilities in the Community, ICT, Admissions, Calendar, Health and Safety, Senior Management, Estates and Premises and Capital Projects.

In regard to the Junior School's own committees there are clear links between the two schools' Senior Managers and Governor oversight of the progress of these working groups. In particular, the Junior School reports termly to the Board of Governors in the key areas of Curriculum, Pastoral and Health and Safety amongst other things.

1.5 Junior/Senior School Links (MOD)

The two Directors of Studies and the Head of the Junior and Lower schools have met on a regular basis throughout the year, in addition to the scheduled Senior/Junior school subject liaison meetings. They looked at the progress of a number of selected pupils across Years 7 to 10, with a view to seeing how well some of the lower achievers had coped at the Senior School. This included a review of both application and attainment. It was agreed that in future the progress of AJS students will be tracked across Years 7 and 8 by considering a comparative range of data.

The two Directors of Studies also discussed ways of gathering relevant pupil information that is, tracking data that can be used to compare relative strengths and weaknesses of pupils and how best to report this to parents.

Subject co-ordinator meetings were much better structured than in previous years due to the closer liaison of the 2 Directors of Studies and discussions were based on two key targets: transition of pupils from Years 6 to 7 and the tracking of pupil progress. There were subject co-ordinator meetings held in October and February at which times schemes of work at the point of transition to Senior School and provision for Gifted and Talented were discussed. Minutes were taken for these discussions in English, maths, science, geography, MFL, RS and music.

A review of core English and mathematics syllabus work has been undertaken verbally.

The school's new website has been updated regularly and progress has been made in integrating Junior School pupil records with the whole school CMIS system; including the electronic register system, timetabling and transfer of information from Junior to Senior School.

The school's intranet has been developed over the course of the year with a timeframe for introducing it into the Junior School over the next academic year.

1.6 Communication & Publications (MOD)

The new website has continued to be developed and proved its worth by providing access to vital information during school closures in the Lent and Trinity terms. The availability of key school documents such as the prospectus, policies and application packs in electronic form have made for speedier communications and meet the expectations of parents. The website has established a strong and readily identifiable style which has been extended across the complementary prospectus.

As well as having new hardware last summer, the Junior School is now using CMIS as its data base in line with the Senior School. Staff using this software has been trained. This data base will also be used for scheduling the timetable next year. All staff has been trained to use eportal for electronic roll call, again in line with the Senior School.

Electronic communications (ecomms) are now well established and have reduced the School's reliance on paper postage.

The weekly newsletter is now regularly put up on the website

Edword has represented a full year's achievements with special focus on Year 6.

Heartbeat, the magazine of the AJSA is an impressive parent publication that gives background information about important school areas such as the academic and pastoral life of the school.

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

The School believes that it has now met the recommendations of the January, 2007 Inspection. It is worth noting that for 47 children in our Year 6, 28 awards were won in academic, music, sport and art to respective senior schools but most of the Year 6 children still go onto Alleyn's Senior School as their first choice school.

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 last January's Inspection. The criteria used are designed to reveal both pupil strengths and weaknesses within an individual's profile.

Subject co-ordinators created the school definitions for 'gifted' and 'talented' and includes both a quantitative and qualitative assessment as well as tracking information in the form of test results or tracked progress over time to make a decision as to whether, or not include an individual child on our school register. Once a gift or talent is agreed, this 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 pupil IEPs 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.

Discussion surrounding greater provision for all in higher order thinking skills has 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.
- More monitoring of teaching and learning by senior and middle management is required.

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.

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

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 School Curriculum Planning (AEW)

On-going aims

The focus on curriculum was initiated in the last academic year and liaison between the Senior and Junior School as well as internal planning has been largely delegated out of SMT's hands and given over to the subject co-ordinators who meet as an academic committee to drive curriculum development forward. It has been a most successful initiative and is reflected in all planning documentation: 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.

Short term goals

- a) Subject co-ordinator meetings have been initiated with great success as a way of focussing on curriculum issues and spreading information effectively.
- b) Subject co-ordinator meetings are an effective way of also addressing cross-curricular as well as cross-school issues to create effective curriculum links between Junior and Senior School; Infant and Junior School.
- c) The continuing emphasis on providing small group teaching is reflected in setting in mathematics being extended to include Years 4 and 5. The Mentoring programme which brings senior school sixth formers down to the Junior School for small group work is also very effective. Reading programmes across the school continue to utilise the concept of small group teaching in an effective way as part of our RWI phonetic reading scheme.
- d) Long term plans have been prepared and plans are under way to use these for ongoing appraisal of schemes of work.
- e) The website has enabled the school to start giving more information to parents about the curriculum over the internet and the use of the virtual learning platform to give more

opportunities for interactive learning between home and school is planned for next year.

- f) Good communications between the Directors of Studies at both schools has continued to enhance the provision of a transition syllabus between Years 6 and 7.

NATIONAL CURRICULUM RESULTS 2008

	Alleyn's Junior School			Nat.	IAPS	Alleyn's Junior School			Nat.	IAPS
	2006	2007	2008	2008	2008	2006	2007	2008	2008	2008
English	100	100	100	78	96	87	88	88	32	61
Maths	100	100	100	78	96	86	89	76	31	62
Science	100	100	100	88	97	96	100	96	44	73
	LEVEL 4 and above					LEVEL 5				

2.2 Subject Curriculum Planning (AEW)

. On-going aims

The following policies were updated and reviewed as listed.

Policy Title	Previous date	New Date	Date for review
Gifted and Talented	2007	AEW published May 2009	AEW Sept. 2011
Learning Differences		PAR published June 2007	PAR 2009/10
Approaches to teaching	2001	AEW Curriculum policy published May 2007	D.O.S. 2009/10
Assessment	2005	AEW reviewed May 2007	D.O.S. 2009/10
Presentation of work	2001		KGO 2009/10
Homework	2001	AEW Updated in May 2007	AEW 2009/10
Marking		AEW May 2007	2009/10
Art	2001	SLH Sep 2007	2010/11
DT	2001	CS Sep 2007	2009/10
English	2003 (partially updated)	AMA Sep 2007	AMA 2009
Languages	2006	Sep 2007	Sep 2010
Geography	2002	KDH for Sep 2007	2010/11
History	2001	PMN April 2007	MGP 2010
ICT	2001	ASS	2010/11
Maths	2001	CR Sep 2007	PMN 2009/10
Music	2001	BJD 2007	BJD 2009/10
PE	2001	KJM Sep 2007	KJM 2010/11
PSHE	2001	JMP Jan 2008	JMP 2010/11
RS	2001	AJF Jan 2008	AJF 2010/11
Reception/Foundation	2001	NCP Sep. 2007	NCP/LAM 2009/10

Science	2005	AF Sep 2007	2009/10
Drama	2004	LAM Performance Policy Sep 2007	BJF 2009/10
Infants			LAM 2009/10

2.3 Assessment, reporting and evaluation (AEW)

ASSESSMENT DEVELOPMENT PLAN 2008-9

Proposal Aim and Objectives	Date of commencement	Date for completion	Staff Involved	Comments / Success Criteria
Planning and assessment				
Monitor ongoing staff assessment and evaluation through collection of planning folders with particular reference to G and T and LD	Sept 2008	ongoing	AEW/KDH	Completed 2008
Summative Assessment				
Improve analysis of summative assessment tests by using NFER/CAT analysis services. Meet with form teachers to discuss results and implications.	Sept 05	ongoing	AEW/MOD/ Form staff	Completed yearly
Use computerised data for individual pupil tracking, class tracking and group tracking	Sep 2007	ongoing	AEW / KDH whole staff	Completed on an ongoing basis
Investigate year on year progress of pupils through CATs tests	Sep 07	ongoing	AEW/KDH	Completed for 2007 and 2008
Begin analysing results by gender, and point of entry	Sep 08	ongoing	AEW/KDH	Gender completed through SATs
Improve use of summative assessments to form future targets and plans, particularly in maths	Sept 08	ongoing	AEW/CR/ form staff	Work completed particularly in maths
To implement more regular testing in maths in Year 5 and 6	Sep 08	ongoing	AEW	Completed through Years 5 and 6 maths teaching
Investigate alternative database packages in order to improve recording of assessment data and its use in tracking pupil progress	Sept 2009	Sep 10	AEW	CMIS to be adopted 09/10
Formative Assessment				

Introduce pupil target setting on a termly basis	Sept 04	ongoing	AEW	Continue to monitor success of this
Continue use of pupil portfolios for ongoing formative assessment	Sept 2007	ongoing	AEW / All staff	Continue to monitor success of this
Give curriculum time to pupils looking through their portfolios at beginning and end of each year	Sept 2007	ongoing	Form staff	
Develop the use of pupil self and peer assessment strategies within lessons	Sept 09	ongoing	AEW/ whole staff	Inset for staff September '09

Senior School Liaison				
Develop closer links with Senior School over 11+ assessment procedures.	Jan 2007	ongoing	AEW/PMN/MOD	Started, links need continuing
Investigate opportunities for providing Senior School with assessment data at point of transfer.	April 2008	ongoing	MOD/AEW/ PMN Senior school staff	SATs scores go to Senior School Registrar
To develop tracking of progress of ex-JS pupils as they move through SS	Sept 08	ongoing	AEW/MH/MOD	D.O.S. of JS and SS have begun this
To analyse transfer data collected by SS in relation to CATs, SATs and internal assessment at the JS	Sep 08	ongoing	AEW/MOD/MH	To be developed through CMIS 10/11
Reporting				
Review reporting policy and publish new reporting timetable to parents	Sept 08	ongoing	AEW	Completed Sep. 08
Monitor format of PE reports to ensure accuracy and shared workload between staff	Sept 2007	ongoing	SMT/KM/JMP	Requires ongoing monitoring
Infants				
To review the continuity of assessment within the Infant Department	Sep 08	June 09	AEW/LAM	Streamlined assessments for 09/10
To review the use of the early learning goals as an assessment tool for Reception children	Sep 08	June 09	AEW/NP/LAM	Completed LAM./NCP and AEW
To consider how we report to parents on our pupils achievements in relation to the early learning goals	Sep 08	June 09	AEW/NP/LAM	Implemented 08/09
Assessment for entry to AJS at 4+ 7+ and 9+				
Undertake a complete review of assessment procedures for 4+ entry	Sep 2008	Jan 09	AEW/MOD/NP LAM/PR	Overall successful in Jan 09. Awaiting results for current Rec.
To continue to develop and refine assessment procedures at 7+ and 9+	Oct 08	Jan 09		7+ and 9+ changes to English tests

2.4 ICT for Teaching and Learning (AHC)

45 new machines were commissioned, 25 to replace the existing machines in the ICT suite and 1 new machine for each of the classrooms. This allowed the deployment of machines to equip Music and allow the development of an ICT based Music curriculum.

In ICT the curriculum has been adapted to allow pupils access to the interactive whiteboard software, video production and podcasting. Many of these projects are being undertaken as cross curricular projects.

Clubs have continued to thrive, although in the Trinity Term of 2009 have been more directed towards study skills including Wednesday lunchtime touch typing club which is open to all pupils from Years 1 to Year 6.

2.5 Co-curricular opportunities (AHC)

The clubs timetable has continued to be comprehensive this year. The depth and breadth of clubs on offer to each year group is even better than last year with an average of 49 clubs being available each term. One very successful introduction this year has been Speech and Drama run by a professional drama coach. This began with one group of children and has now extended to all year groups from Year 2 upwards, running three times a week. Children in Year 2 have worked successfully towards a LAMDA exam and the Junior School is now a registered LAMDA examination location. Another successful introduction has been Taekwondo, again run by a professional coach. This club has 30 regular members and many are already working well towards their first grades. The club choices this year included, amongst others: Art, Athletics, Ballet, Basketball, Brass Band, Chamber Group, Chess, Choir, Cricket, Debating, Fives, Football, French, Gymnastics, ICT, Jazz Band, Maypole Dancing, Netball, Orchestra, Poetry, Rounders, Running, Sewing, Science Club, Speech and Drama, Strings, Swimming, Taekwondo, Tennis and Yoga.

Table 1: Analysis of clubs

ALLEYNS JUNIOR SCHOOL Analysis of Clubs		
NUMBER OF CLUBS PER YEAR GROUP		
Year Group	Current	Ideal
Reception	4	4
Year 1	7	7
Year 2	9	9
Year 3	19	15
Year 4	19	16
Year 5	26	20
Year 6	25	22
TYPES OF CLUBS PER SUBJECT		
Subject	Current	Ideal
Sport	22	19
Music	7	10
ICT	4	6
Creative	2	10

Dance/Drama	3	3
Science	2	2 (1 x Infants)
Languages (foreign)	3	1
Philosophy	2	1
Maths	0	2
English	1	4

2.6 SLD and Gifted and Talented (MOD)

Pupils identified as requiring learning support in school continue to have their needs met in a variety of ways. This may simply begin with differentiation of classroom work by their teacher, small group work or an individualised programme. Other children, recognised as having learning differences, will attend individual weekly lessons with the Learning Support Coordinator or her assistant.

Children who present as bright able pupils but are sometimes unable to demonstrate their verbal ability on paper, may be assessed initially by Learning Support and then if deemed necessary will be recommended for a full Educational Psychologist's assessment in order to highlight strengths and pinpoint any weaknesses that may need addressing.

Our resident Speech and Language therapist is able to work with small groups to improve social communication skills together with cognitive aspects of communication for those who may struggle a little in this field. She will also assess children who demonstrate verbal processing difficulties, which means they cannot always sort out and prioritise the important information or instructions being given by their teacher and consequently have difficulty organising thoughts to enable them to produce coherent written work. The speech and language teacher has also assessed the receptive and expressive language skills in some of our younger children. Class teachers are able to discuss individuals who may be demonstrating difficulties and take counsel from her extensive wisdom and knowledge.

The mentoring programme which began last academic year, has flourished. A loyal team of Alleyn's sixth formers have been visiting some pupils on a weekly basis from year's four, five and six. A group of students in year 4 have enjoyed a lunchtime session run by Joseph Garratt and have had great fun working on some of the problems from the Nrich programme at Cambridge University. The children have really enjoyed working with the sixth formers and it has been a good way of forging positive links between the Senior school and ourselves.

The school has now implemented a new Gifted and talented policy, staff has been trained and our school register reflects children with outstanding potential for whom clear differentiation needs to be planned accounts for about 5% of our pupil population. Our Learning Support teacher has been instrumental in implementing this new policy and has joined the Academic Council of The Learning Skills Foundation, a charitable organisation dedicated to the research, development and promotion of learning skills. It is a relatively young organisation and it is hoped that she will be able to share some of its findings with our school to further enrich the excellent learning already taking place here.

SECTION 3: People, (pupils, staff and parents)

3.1 Pastoral Care (AEW)

The Junior School's ethos places pastoral care of pupils as of key importance. Our ethos aims to enable our pupils to develop self-esteem, confidence independence and a sense of responsibility. We aim to provide strong pastoral care for all pupils. The inspection report stated that the Pastoral care of pupils at Alleyn's Junior School is 'Outstanding'.

The House system is well established in the school but that has not stopped development. The Houses continue to meet every other week which has meant that the Houses can do more as a group. During this year, as well as the usual competitions, and new ones, such as the Walk to School week competition, the Houses have devised their own chant to be used at sporting events and designed a banner which was made by the Year 6s as part of their Design Technology project. As part of the charities work the House Tutors have decided to have House stalls at Founder's Day with all the members of the House being able to contribute in some way and enabling the Year 6 children to be able to take more of a lead. The children continue to value House points and the House cup at the end of the year is certainly something to work towards. The House Photos have been a welcome addition in building a collegial feel in the Houses, as has the Team Building for the Junior Years which got the year off with an exciting morning of challenges.

3.2 Child Protection (MOD)

A new child protection officer, David Morton, Head of Middle School was appointed from September 2008. Mr Morton attended specific training issues run by Southwark Safeguarding Children's Board, as did the Headmaster of the Junior School. Continuous Professional Development on Child Protection issues was provided for all staff. There is a Governor with specific responsibility for Child Protection issues, Mrs Angel Brownbill. Mrs Jo Perks is a member of the Junior School staff with extensive experience in child welfare and is a trained counsellor. Mrs Perks has reviewed and updated the Junior School's Child Protection policies in consultation with staff and also with Southwark's Child Protection Unit. Responsibility for Child Protection liaison with Senior School and Southwark now goes to the Deputy Head.

3.3 Personal, Social and Health Education PSHE (AEW)

The on-going aims of the PSHE programme continues to be met. The department supports class teachers in delivering the National Curriculum PSHE programme designed to prepare pupils to be responsible, aware and confident members of the community. The PSHE programme contributes to the school's ethos in significant ways such as promoting the knowledge and understanding of minority ethnic and faith groups. Continued links are maintained with Southwark Council, London Fire Brigade, London Ambulance Service, the Metropolitan Police and Safe Routes to School. The PSHE programme is supported by the AJSA through the parent evening programme, when specialists in their field of child development discuss prominent issues with the school community.

3.4 Counselling and Chaplaincy (MOD)

The school continues to provide opportunities for children to share their concerns. A new Chaplain, the Rev. Anthony Buckley joined the school in September. He has worked with Heads of all sections and has taken a particularly strong interest in forging bonds with the Junior School. The Chaplain's office is in the Senior School but he attends regular assemblies in the Junior School, attends staff occasions and takes special services throughout the year, including Harvest and Spring Festivals and our Founder's Day Service in Christ's Chapel. The school has joined the Bloxham Project which seeks to develop good chaplaincy in schools and better links with other local chaplains.

3.5 AJSA: The Alleyn's Junior School Parents' Association (MOD)

The Alleyn's Junior School Association continues to give great support to the school. Special thanks to our committee. The list of events that the AJSA organise so well includes our Grandparents and Special Friends Breakfast, the Christmas discos and parties, Christmas wrapping paper sales; Assessment day coffee service; the Holly Fair, Cake Sales to support our charity events and Founder's Day. The AJSA have this year reviewed and amended their constitution; reviewed also their own financial management. The Second Hand Uniform shop has been superbly run; Safe Routes to School which brings together many disparate community representatives is chaired and co-ordinated by Rachel Evans. The AJSA has organised parent talks about self-esteem; held a focus group meeting for parents and produced their parent magazine: Heartbeat. Two Heartbeat magazines this year have focussed on curriculum and pastoral care. The theme for Founder's Day this year was 'All the World's a Stage'; the School is particularly appreciative of the time and energy that parents give it in such a positive and productive way.

3.6 Support staff – management structure and professional review (SRB)

All posts that have become available during the year, both existing and new, have included full job and person specifications and this process will continue until templates have been created for all the revised administrative roles.

New posts have been created to provide direct support for the three section heads. These new posts and several other existing general administration posts are now being co-ordinated by the newly created post of Chief Administrative Officer (CAO). Amongst other duties, the CAO co-ordinates the support for the sections and provides PA services to the Senior Deputy Head. To avoid the issues identified last year regarding vulnerability of the School to key personnel, a 'buddying' system has been initiated to ensure that every individual's role can be covered by at least one other member of staff. Training and provision for this system is provided by the CAO.

Additional administrative posts have also been created to provide direct support for the Deputy Head (Pastoral and Personnel) and the Director of Studies.

A system of individual yearly review meetings has been introduced during the year. Several of these have been undertaken by the relevant Line Manager and the remainder have been with the Bursar. The process has been temporarily suspended to allow for a handover between Bursars. All on-going aims have been met throughout the year.

3.7 In-service Development for teaching staff (INSET) (MOD)

Opportunities for INSET have been published and are tabled below:

Date	Member of Staff	Course
1.10.08	Curriculum support	Statutory Assessment Requirements – The Roles and Responsibilities of the Primary assessment Co-ordinator
3.10.08	Learning Support	Challenging and Engaging the Gifted and Talented in Literacy
8.10.08 and 9.10.08	Learning Support	Managing Pupil Learning
3.11.08	Games	Modernise your swimming lessons and team coaching
3.11.08	Science	Science and Art
10.11.08	P.E.	Netball for Inexperienced Coaches
11.11.08	Games	Coaching Soccer in Schools
11.11.08	MFL	MFL suiting the style to the mind
10.11.08 and 18.11.08	Gymnastics	British Gym Teachers Award
21.11.08	English	Teaching handwriting – from beginners to fluency
21.11.08	Art	Take one Picture

28.11.08	Early Years Scheme	Observation and Assessment in the Early Years
2.12.08	Curriculum and Teaching	Making the most of learning platforms to raise standards
3.12.08	Mathematics	Supporting mathematical learning at KS2 for teaching assistants
4.12.08 and 5.12.08	Trips and Excursions	First Aid
6.1.09 and 7.1.09	First Aid	First Aid
27.1.09	Games	New ideas for experienced coaches
3.2.09	English	Understanding spelling
3.2.09 and 4.2.09	Learning Support	Managing Pupil Learning
4.2.09	Mathematics	Supporting Mathematical Learning at KS2 for teaching assistants
5.2.09	Games	Batting Masterclass with Graham Thorpe
12.2.09	Child Protection	Introduction to safeguarding children
12.3.09	Child Protection	NCSL Training for Schools; Heads and Governors

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

4.1 Major Capital Projects (CD)

The Capital Projects Group (CPG), chaired by the Bursar, was set up in 2006. It has continued to work through a backlog of requests and recommendations spanning several years in an attempt to establish clear lists of priorities and an action plan for dealing with them.

Due to various disruptions, particularly in the Trinity term when the School was closed on the advice of the Health Protection Agency due to an outbreak of the influenza A type H1N1 virus (swine flu), the CPG has not managed to meet as regularly as it would have liked to and has not published the Lists A, B, C, D in line with the short-term goal.

The major project this year was to complete the building of the new Edward Alleyn Building which houses the Michael Croft Theatre, conference and seminar facilities, a pastoral base for Housemasters, a lecture theatre, the RS department, the Media Studies department, a Sixth Form Study Centre, offices for the Heads of Sixth Form and Middle School and the Assistant Head [Co-curricular], a University & Careers Centre, an atrium café and display galleries on three levels. The Edward Alleyn Building links on two levels to the Main Building and provides disabled access to it. There has also been extensive work on the playing fields involving levelling football pitches and the re-positioning of the 1st XI cricket square. Major landscaping works including creating two new quads with play areas and landscaped surrounds, including a non-slip full size netball court. The Gala Opening of the Edward Alleyn Building took place on Sunday 1st March 2009, with Sir Trevor Nunn as the Guest of Honour performing the Opening Ceremony.

The following major capital projects have also been completed during the academic year 2008/09:

- 1) Major renovation works to two residential properties used as accommodation for senior staff;
- 2) Removal of water storage tanks on the Science block roof and replacement with new pressure vessels;
- 3) Building works in Library associated with improvements to swimming pool plant;
- 4) Extending the main kitchen/dining hall building to provide better facilities and storage;
- 5) Significant replacement of drainage within and underneath the main kitchens;
- 6) Rearrangement of the Ceramics section in the Art department;
- 7) Installation of air conditioning within English and Modern Languages departments.

At the start of year Staff Meeting all teaching staff were told about these summer projects. The Governors' Development & Education Committee toured and inspected the summer works prior to their first meeting of the academic year in September 2008.

4.2 Minor Capital Projects (ARF)

A full audit of the departmental reviews was carried out at the end of the Advent term with requested works being classified as immediate, or for Easter or summer. Having completed the Edward Alleyn Building and other major capital projects, the Capital Projects Group (CPG) gave priority to minor capital works ahead of major ones.

A large number of minor capital projects have been completed including the renewal of boilers and the installation of a new filtration system for the swimming pool. A programme of departmental and laboratory refurbishment has continued.

Governors were taken on a tour of the extensive summer works, and a report on the works was given to all staff at the start of the year.

4.3 Premises – buildings maintenance (SRB)

As the new Edward Alleyn Building approached completion, became available and was brought into use, the Estates team was fully employed in the process of turning it from just being a new building into a usable resource for the school, learning how to operate and care for this fantastic new facility.

Elsewhere throughout the school site both active and reactive maintenance needs have been met across the whole range of daily, weekly and termly needs of the school, with all the trades represented by the in-house staff being engaged in routine jobs and small scale one-off projects.

We have started a programme to refresh the internal decoration of our buildings on the inside in order to enhance not only the aesthetic, but also the learning and working environment for all at Alleyn's. The maintenance department has turned its focus on consolidation and the detailed improvement of the whole school environment.

4.4 Premises – Departmental Refurbishment (SRB)

The annual budgeting process highlighted in a useful way a wide range of opportunities for improvements in the physical environment for departments. During the year, all requests were reviewed by the Senior Deputy Head and Bursar with the Capital Projects Group and were prioritised within available budgets.

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

The Director of ICT and the Director of Studies have been working with the Data Manager and our software consultants to prepare the electronic monitoring and reporting systems for introduction as early as possible. This has been an exhaustive and detailed process, with many meetings to establish our exact requirements and ensure that the software consultants' templates meet our needs. As at June 2009 the monitoring system is ready to be trialled and the reporting templates are being drawn up. The plan is now to trial the system for the new Year 7 in the Advent term 2009.

- Ecomms is used for routine communication and has replaced mail-outs for 60% of parents.
- The Junior School has been incorporated into the School Management Information System.
- Initial discussion of storing co-curricular participation and achievement has taken place.
- A new Intranet for pupils and staff has been designed, presented to all staff and is being trialled.
- Several training sessions for staff on the website content management system have been held.
- Information screens are updated daily and are sited in 6 locations, including the new Lower School screen.
- New software for booking IT facilities has been purchased and is running successfully.
- A new photo policy has been produced to streamline the storage of digital images.

4.6 Grounds and gardens (SRB)

Extensive planting of native trees and shrubs throughout the school has been completed. The grounds and gardening teams have worked intensively to provide very high standards, creating and maintaining excellent outside sports and playing facilities for the pupils. The gardeners in particular, have produced beautiful borders, shrubberies and planting schemes and the memorial garden is presented better than it has been for some time.

Considerable work has been carried out to mature trees around the site to maintain their safety and to avoid interference with neighbouring properties.

Completion of the new Lower Quad and the removal of the EAB construction site has restored leisure spaces to the school, enhancing the shared experience of using the very pleasant Allyn's grounds.

All on-going aims have been met throughout the year.

4.7 Environmental issues (recycling, energy saving) (MOD)

The School hosts and is high profile and active in the community through the 'Safe Routes to School' group, which draws together representatives from the Foundation Schools, DCPS, local interest groups, Councillors and officers from the local authority. This group has been chaired by a Junior School representative for at least the last ten years and perhaps since its inception. The group promotes environmentally friendly means of transport around the locality; the Allyn's Travel Plan – updated annually – has been instrumental in qualifying the school to apply for grants for additional cycle facilities.

As we have refurbished parts of the school, older light fittings have been replaced with efficient, low energy units activated by heat and movement, and this will continue as programmes of work progress.

The Environmental Society known as the eco-council is active within the school and keeps the Junior School aware of the need to conserve electricity and energy. It operates a regular recycling programme to cut down on the amount of wastage of 'disposable' goods including paper and compost.

Block shut-downs of PCs across the site continues to be successfully operated.

Section 5: External relations

5.1 Marketing, publicity and public relations (ARF)

The new School website has been populated with content in all its sections. The images used in the website have been carried across our print advertising and in our prospectus to create a unified and recognisable, contemporary style.

The Junior School Prospectus has been revised and updated to incorporate new images and text featuring the new Edward Alleyn Building and Michael Croft Theatre.

Alumni news has expanded, and a very well received ebulletin has been established to supplement the Edward Alleyn Club newsletter which is available both in hard copy and in electronic form via the EAC website.

Three termly editions of the newsletter have been published, with the Lent one featuring a double spread on the Gala opening of the EAB and Michael Croft Theatre.

Most parents have now registered to receive information by electronic communication (ecomms).

'Good news' stories have focused on the opening of the Edward Alleyn Building and the Michael Croft Theatre. The Gala Opening was featured in *The Stage*, *The Telegraph*, *The Evening Standard*, *Living South*, *TES*, *School House Magazine*, *Music Teacher Magazine*, *Southwark News* and *Dulwich OnView*.

The publication of *Drama and Music: The Performing Arts at Alleyn's* has helped spread the word about the School's long tradition of excellence in the performing arts.

Advertising has highlighted the Open Days in the Advent term and has communicated the School's ethos through reference to its 'Vision and Values'. The availability of bursaries and scholarships has been highlighted in a range of publications from national broadsheets running educational supplements to *Metro*, the free newspaper with the highest circulation of any paper. The specialist music press has been used to advertise the availability of music scholarships and bursaries. Advertisements have been placed locally in the *South London Press* and *Southwark News*, and to support local festival publications. In addition, support from the Saddlers' Scholarship programme was acknowledged in the *City and Livery Companies Guide 2009*. The publication by Cambridge University Students' Union of its celebratory *Cambridge 800* included a three-page spread on Alleyn's in this prestigious tome.

The one-week closure of the School in the Trinity term following the confirmation of cases of H1N1 influenza brought press attention to the School's gate, and saw close relations develop with the Health Protection Agency's Communications Department. Articles in the national and local press made it clear that the Alleyn's community was very supportive of the School's management of the situation. The School website played a vital role in communicating twice-daily bulletins to the whole school community and to the world at large with more than 60,000 hits in a single day.

5.2 Community and partnership links (SPC)

Facilities for the Community Programme

All those who utilise the School's estate have been managed in a professional manner and in a way that complies with all relevant legislation and all beneficiaries of the Scheme have continued to be audited to confirm that their activities comply with the Governors' criteria for use. The external use of the School's estate has continued without causing disruption in any way to School life.

The Programme has maintained strong partnerships with various bodies within and through Southwark Council. Recently we hosted the Southwark Aquathon for selection to the Southwark team for the London Youth Games.

Alleyn's has continued to share our facilities with state schools, maintaining and extending links with existing users and forming new links. Next year we have linked with a local school and invited a group of their pupils to take part in the Alleyn's Hockey Academy; they will be accompanied by their teacher who will act as a GK Coach.

The Saturday Maths Scheme, through the Southwark Community Education Council (SCEC), has continued to offer opportunities to gifted students from local state schools. The management of the activity has significantly improved this year through the appointment of two Alleyn's Junior School teachers who have developed Structured Schemes of work. This year 35 Alleyn's students from Years 11 and 12 have acted as Mentors.

There has been an Audit undertaken of the first 3 years of the FCC scheme. Key points include:-

- Alleyn's provided 3750 hours of free use over the course of 2008, an average of 71 hours per week across the site;
- The Scheme currently supports 57 sporting and non-sporting groups/activities that take place on a weekly or seasonal basis. This totals around 4500 people, most of whom are of school age;
- New users this year include Surrey Hockey; we have been selected as a *Junior Development Centre*, and we have been also been selected to host a London Schools Cricket Tournament for the Disabled;
- The National Youth Theatre, with the opening of the Edward Alleyn Building, has significantly increased the time it uses the site. This year we provided it with 265 hours of free use.

There is improved and regularly updated information on the School's website publicising the scheme and recent activities.

5.3 Former pupils – Edward Alleyn Club and Alumni Office (CD)

There has been further very significant progress in putting together a database of former pupils and research has been carried out to look at purchasing a new dedicated software package for the data base.

The newly appointed Director of Development & Finance [Deputy Bursar] now works near to the Alumni officer in a dedicated space in Townley Lodge at the front of School and there are plans to establish a dedicated Development Office.

The display area for news of former pupils and EAC events, in a prominent position in the Main Corridor just outside the Headmaster's Study, has been frequently updated by the alumni officer. It is a very popular display area, widely read and enjoyed by all sections of the Alleyn's community.

The President of the Edward Alleyn Club addressed a Year 13 assembly and the Year 13 attended a 'Welcome Evening' at the Clubhouse in Burbage Road.

There have again been very successful reunions at the School and at the Clubhouse this past year.

There have been two very successful e-bulletins, with a new format to cope with the massive increase in material. They have been extremely well received by former pupils. The popular EAC website continues to be clearly linked to the School website.

In summary, all the on-going aims have been fully met.

It was decided that due to the huge success of the e-bulletins it would not be necessary or desirable to produce an annual newsletter to supplement the EAC magazine.

The integration project aspect of the medium/long-term goals has progressed extremely well and is close to completion at the time of writing, with the hope that it will be in place for September/October 2009.

5.4 Fund raising (CD)

The new post of Director of Development & Finance [Deputy Bursar] was advertised in the Advent term and an appointment made in the Lent term.

This post carries responsibility for setting up and overseeing a Development Office to raise funds for bursaries and new buildings, for managing commercial aspects of the School such as lettings and conferences and to act as Deputy Bursar. The expansion of the bursary scheme at Alleyn's is to fulfil its vision of having 'open access' for all at 11+ irrespective of financial means.

Significant donations have been made throughout the year to the School's Bursary Fund.

Though not explicitly for the purpose of fund raising, the Governors have introduced Fellowships and Honorary Fellowships of Alleyn's (from the medium/long term goals) with effect from September 2008. The award is intended for outstanding individuals whose most valuable and significant contributions to Alleyn's School deserve this highest honour in being publicly recognised. Fellows will normally have: attained distinction in their chosen field of expertise, career or public life; rendered exceptional service, which may include philanthropic support, to Alleyn's; and have, or have had, a very close association with Alleyn's. Alleyn's first ever Fellowship was awarded in March 2009 to former Chairman of Governors, Mr Raymond Cousins (AOB).

Proceeds from the book 'Drama & Music at Alleyn's', published on 1st March 2009 will go to the School's Bursary Fund. From sales to date a pupil has been given a bursary enabling her to stay at the School next year.