



# Alleyne's School

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

**School Development Plan (Senior School)**  
**An Audit of Progress & Achievement**  
**for 2009-10**

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### 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
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

| SDP     |             | Alleyn's Vision |   |   |   |   |   |
|---------|-------------|-----------------|---|---|---|---|---|
| Section | Teacher(s)  | 1               | 2 | 3 | 4 | 5 | 6 |
| 1.1     | CD          | B               | A |   |   |   |   |
| 1.2     | SES/DCM/AWS | A               |   | A |   |   |   |
| 1.3     | CD          | A               | B |   | A |   | A |
| 1.4     | CD          | A               | B |   | B |   | B |
| 1.5     | ARF         | A               | A |   |   | B |   |
| 1.6     | ARF         | B               | B | C |   | A |   |
| 1.7     | SES/DCM/AWS | A               | B |   | B | B | B |
| 1.8     | CD          | A               | A | A | A | A | A |
| 1.9     | MOD         | A               | A | C | B | B | A |
| 2.1     | MH          | A               | A |   |   |   | A |
| 2.2     | MH          | A               |   |   |   |   | A |
| 2.3     | MH          | A               |   |   |   |   | A |
| 2.4     | ARF         | A               | B |   | C | B | C |
| 2.5     | SPC         |                 | A |   | B | B | B |
| 3.1     | JGL         |                 | A |   | B | A | A |
| 3.2     | JGL         |                 | A |   |   | B | A |
| 3.3     | JGL         |                 | A |   |   | B |   |
| 3.4     | DCM         | B               | B |   |   |   | A |
| 3.5     | CD          | A               | A |   | A | B | A |
| 3.6     | JGL         |                 | C |   | A |   | B |
| 3.7     | SRB         | B               |   |   | A | B | C |
| 3.8     | JGL         | A               |   |   | A |   | B |
| 3.9     | JGL         |                 | B |   |   | 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     | SRB         | C               | C |   | B | B | B |
| 5.1     | ARF         |                 |   | A |   | A | C |
| 5.2     | SPC         |                 | B |   | B | 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

## **Section1: General – strategic management**

### **1.1 School structure and size (CD)**

The Senior Management Team, the Governors' Finance Committee and the Governors' Strategy Committee have continued to monitor the overall School numbers and future projections. The overall structure of the two Schools has been maintained but the size of each section in the Senior School continues to be above the ideal as listed in the School Development Plan, with around 50 pupils *more* than the ideal total number in the Senior School.

The largest increase over the 'ideal' number is in the Upper School which this year had 292 students compared to an ideal of 264 and previous years of 278, 277, 280 (08-9; 07-8; 06-7, respectively). Fewer pupils are looking to leave after Year 11 and nearly all Year 11 pupils now qualify for Sixth Form entry. Acceptance rates at all levels of entry (11+, 13+, 16+) are at their highest ever level.

The identity of each section (Lower, Middle and Upper Schools) has successfully been nurtured and promoted, with each being led and managed by an Assistant Head with specific responsibility for this.

The Admissions Panels (for 11+, 13+ and 16+ entry) monitored the applications at 11+, 13+ and 16+ with regard to numbers, academic performance, schools attended, background and ethnicity. Numbers and quality of applicants applying at each level have been healthily maintained. The boy:girl ratio at the School continues to be closely around the 50:50 level and this year was 51% girls (495) and 49% boys (471).

In summary, the on-going aims for 2009-10 were fully met.

With regard to the medium/long-term goal, no opportunities were available to consider a potential new additional site for either the Junior School or a 'pre-prep' section of the Junior School.

### **1.2 Admissions at 11+, 13+, 16+ (incl. scholarships and bursaries) (SES, DCM, AWS)**

#### **Admissions at 11+ (SES)**

##### **Feeder-school Links**

Links with feeder schools have been maintained: informal visits have been hosted for the Heads/senior staff of Sudbourne Junior, Honeywell Junior, and St Paul's Cathedral Choir Schools. We hosted a lunch at Alleyn's attended by 15 feeder junior school Heads and visited Honeywell School to have a tour and meet pupils and staff. We also attended secondary schools' meetings for parents held by feeder schools at Sellincourt Primary, Rosemead Prep and Oakfield Prep, where personal contact was made with large numbers of prospective parents.

Open Days information and posters were sent to feeder schools.

We have made greater use of the Edward Alleyn Building on tours of the School for prospective parents and for the interviewing of potential scholars. The atrium and theatre were also used extensively when we invited the feeder school Heads for lunch.

##### **Outreach to Prospective Parents**

We have again revised the information provided in our prospectus, admissions documents, on our website, in person-to-person contact and at Open Days to ensure that prospective parents from all cultural and financial backgrounds fully understand the entrance procedure and are not disadvantaged by unfamiliarity with the process.

## Entrance Assessments

The final Admissions Panel meeting of each year allows all members to feed-back views on each and every aspect of the procedure, from Open Days to interviews to the wording of the Admissions Policy itself. This year small adjustments were made to the interview format in response to the suggestions from the Admissions Panel at this meeting.

## Summary

On-going aims were met in 2009-2010. We continue to seek to widen the social and cultural diversity of pupils in the School, in support of which increased bursary funding remains an important goal.

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## Admissions at 13+ (DCM)

76 candidates sat the entrance exam, of whom 63 were external candidates and 13 were internal Year 8 candidates seeking scholarships. 21 external candidates accepted places at 13+. We were delighted that all but one 13+ applicant accepted the places we offered. 2 scholarships were awarded to internal Year 8 candidates.

13+ procedure at Open Days went well again. We had a record number of applicants at 13+ this year.

The Head of Middle School and Deputies continued to meet new students regularly in Year 9 to review inclusion, which has again been very successful. Year 9 Team Building Day is now a well-established starting point in this process. New Year 9 pupils speak at the New Parents' Evening each year, which has been well received.

The Head of Middle School visited two feeder preparatory schools (Sussex House and Thomas's Clapham) to meet the Head teachers and learn more about the ethos and students at these schools.

The on-going aims and short-term goal for 2009-10 were successfully met.

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## Admissions at 16+ (AWS)

25 new Sixth Form students arrived in the Advent Term 2009. Of these, 4 students received bursaries (2 at 100%, 2 at 66% and no offer of a bursary place was rejected); 6 students were awarded academic scholarships and one external candidate won a sports scholarship.

All new students visited Alleyn's to meet prospective Tutors and contemporary Alleyn's students currently in Year 11.

Head of Upper School met with some local school Heads and Deputies in 2009 to maintain links especially with maintained schools ending at Year 11 in order to encourage applications, especially for bursaries. Schools with which we foster good links include Stockwell Park School, St Thomas the Apostle and St Michael's RC School, Bermondsey.

For September 2010 entry we received a total of 94 applications from 51 different schools. We awarded 8 scholarships and each one was accepted. Having made 24 offers of places, 21 students have accepted.

The new (2008-9) entrance procedure was effective and received strong support from Heads of Department (HoDs) who met as an Admissions Panel for the second time, in line with that used at 11+ and 13+. The Upper School Management Team is very satisfied that HoDs (or their representatives) get the fullest picture of prospective Sixth Formers' potential and ability.

The feedback from Open Afternoons (where timings were adjusted to ensure fuller attendance from HoDs at the tea and chat session at the end) was universally positive.

The Sixth Form Registrar maintains a high quality relationship with all applicants and communicates very fully with them throughout the process of application, the entrance procedure and any matters resulting from the final decision. The Sixth Form Registrar co-ordinates good contact between applicants and appropriate Albyn's staff.

All on-going aims and short-term goals were achieved in 2009-10.

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### **1.3 Leadership and management structures [teaching staff] (CD)**

The Senior Deputy Head and Director of Studies met with each Head of Department to discuss his/her annual departmental report, which was submitted in the Advent term, focussing on academic achievement, performance management and resource needs. In addition, each Head of Department met with the Deputy Head [Pastoral & Personnel] to discuss any relevant staffing issues.

The Senior Deputy Head worked closely with the Bursar to manage aspects of the annual departmental reports concerned with budgets, resources and capital projects (minor and major). This involved working closely, as appropriate, with the Head of Finance and Estates Bursar.

The new post of Enrichment Co-ordinator has seen the launch of a new Year 12 programme.

The new post of Duke of Edinburgh Award Silver Co-ordinator was appointed in the Trinity term.

The new posts of Deputy Events Manager and Theatre Technical Manager were also created within the framework of support staff. Though not teaching posts they are mentioned here because they work very closely with the teaching staff, especially the Senior Management Team.

No further Seconds in Department posts have been created this year but as seen above there has been a development of new positions of leadership.

A Continuing Professional Development course has been developed by the Deputy Head [Pastoral & Personnel] designed to provide training on Form Tutoring. This was run over four weeks in the Trinity term for newly appointed Form Tutors and gave training on all aspects of tutoring including leadership in pastoral care.

In summary, the short-term goals for 2009-10 were met though there is still room for further development.

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### **1.4 School Committees and Working Groups (CD)**

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

The committees are also a very effective structure 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 are a very effective means for providing information and feedback to the SMT.

The Chairmanship of these committees was judged to be well distributed across the SMT who are each involved in chairing a key aspect of whole-school management.

The 'Minority Ethnic and Faith Groups' Working Group was established under the chairmanship of the Deputy Head [Pastoral/Personnel] in 2008 with a two-year remit and its findings are reported in Section 1.8 (under the heading '2008 Inspection: Next Step 4').

The Heads of Department Working Group was set up in 2008, chaired by the Senior Deputy Head, to look at best ways to share good practice across departments. It has now completed its research and analysis and reported its findings to all Heads of Department and the SMT. A key recommendation was to establish this working group as a Standing Committee from September 2010, chaired by the Senior Deputy Head, with a rolling membership so that all Heads of Department will at some point be members. It will be a forum for more detailed discussion of all aspects of the work of a Head of Department with an on-going aim to share best practice and it will report to Heads of Department and the SMT.

The Common Room Salaries Committee has met regularly throughout the year and successfully covered various employment and personnel issues, reporting back to the Common Room (CR) through the CR President who is an ex-officio member. A new title and plans to revise its terms of reference were discussed and recommendations will be put to the new Headmaster in the Advent term 2010.

The Marketing & PR Steering group has not needed to meet this year and this remains an area for further consideration and development.

The Co-curricular Committee, set up last year and chaired by the Assistant Head [Co-curricular], was assessed and judged to be very successful in leading and managing all aspects of the co-curricular life of the School. It involves representatives from all the key stakeholders from across the wide range of co-curricular activities.

Similarly the new ITAC (IT Across the Curriculum) Committee, set up in the Trinity term 2009 and chaired by the Deputy Director of ICT, was assessed and judged to be making a very positive contribution in promoting the use of ICT in learning and teaching across the academic departments.

In summary, the on-going aim has been met and very significant progress made on the short-term goals with several met in full (a, b, c, e).

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## 1.5 School Policies (ARF)

School policies were reviewed as part of our ongoing commitment to review them annually and to update them where necessary. Special attention was given to the new ISI inspection regime and to ensuring compliance with the regulatory requirements set out in the seven Standards and their associated Regulations.

The Staff Handbook was reviewed and updated, and includes all the major policies (Health and Safety, (Safeguarding) Child Protection, Anti-bullying, Equal Opportunities, Complaints) in full.

The Fire Procedures booklet (and its electronic version) was updated.

A range of guidelines was reviewed and updated, in particular, guidelines for private tutoring.

The Admissions Policies were reviewed and updated.

The educational visits documentation was further refined.

The First-Aid Policy was redrafted.

The Examination Policy and Procedures were fully revised.

A detailed letter was sent to all parents giving guidance on issues relating to the use of electronic communications technology and cyberbullying in particular.

The School Policies are readily available externally on the School website ([www.alleyns.org.uk](http://www.alleyns.org.uk)) or on request as a printed copy from the School Office, and internally on the School Intranet. These include among others: Anti-bullying; Code of Conduct; Rewards and Sanctions; Curriculum; SENDA including Specific Learning Differences; Safer Recruitment, Child Protection; Educational Visits; Admissions; Equal Opportunities; and Complaints.

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## 1.6 Communication & Publications (ARF)

The website has again been a very effective means of providing ready access to information and has also been the main channel of communication with parents and staff during the Lent term's heavy snowfalls and the start of Trinity Term's volcanic ash disruption to travel. Departments are using the Intranet, which is available through the website, to place academic work and revision materials on-line.

The availability of key School documents such as the prospectus and entrance application forms in electronic form on the website along with School policies has made for speedier communications and meets the expectations of parents. The website's strong and identifiable style across both the Senior and Junior Schools extends across the complementary prospectus, which has been updated with new statistics, and photographs of the Edward Alleyn Building.

The Intranet is now accessible remotely by password and enables departmental and co-curricular information to be communicated to pupils.

Regular mail-outs and electronic communications (Ecomms) are aimed at providing information for parents and pupils in good time for them to make key decisions. Ecomms are the first choice of the majority of parents and have reduced the School's reliance on paper postage.

Additional important School documentation is sent to parents in the 'Information Handbooks for Parents', which are section-specific: Lower School, Middle School, and Upper School. This documentation is also available on the School website under 'Parents', 'Guides for Parents'. A *Summary of Core Information for New and Prospective Parents* is also included on the website under 'Parents', 'Guides for Parents'.

A new curriculum booklet has been produced.

The termly calendar has been expanded to carry additional information on School routines and to include a co-curricular organiser.

Electronic 'plasma' screens display information about School events and daily announcements.

The termly newsletter has maintained the high production values of our publications. Features on field days and school trips have exemplified the variety of school life and range of curricular and co-curricular opportunities in a typical Alleyn's term. Pupils have contributed reviews and reports.

The Lower School produced a magazine before Christmas, which is also given to incoming Year 7s (September 2010) in June. The Middle School publication *Ed* has run two editions of informative and investigative student journalism. *Scriblerus* has represented the full year's achievements in detail, and draws on the contributions of pupil-writers.

*The Edward Alleyn Club Magazine*, with a worldwide circulation of 5000 copies, has been published biannually in May and November covering alumni news and events such as the reunion at School of alumni who were pupils in the 1930s. This inaugural event and others planned for subsequent decades will lead to the publication of an oral history of the School. Alumni news also appears in the popular termly ebulletin and in the School newsletter.

The 'School Development Plan', the 'Audit of Progress and Achievement' and the 'Action Plan', together constitute a key statement on how the School works along collaborative lines in ordering its priorities, directing its resources and shaping its responses. These publications are available to the whole-school community and public on the School website.

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## **1.7 School self-evaluation in the Lower, Middle and Upper Schools (SES, DCM, AWS)**

### **Lower School (Years 7, 8) (SES)**

In response to the feedback at a full Staff Meeting, we inaugurated a successful Team-Building Session for the new Year 7s on the first day of term as part of our continual review of their induction programme.

After discussion between the Heads of Middle and Lower School, we successfully ensured that the Housemasters were involved in the transition of Year 8s to Year 9 at an earlier stage.

Our assembly programme continues to have great breadth and to educate and inform pupils across a broad range of themes. This year, for example, we have had assemblies on Australia Day, Black History Month, Chinese New Year, Ramadan, Buddhist New Year, Jewish New Year, St George's Day and Thanksgiving. Guest speakers have also addressed the pupils on St Patrick's Day, World Maths Day and Science Week and we have been visited by the Fire Brigade for International Fire-fighter's Day.

The Head and Deputy Head of the Lower School continue to work with the Learning Support Team and to meet each of the Year 7 Tutors individually in order to share and explain the screening data assembled from earlier in the year.

The Lower School classrooms outside the LS building are now exclusively for the use of Year 8 forms. This has had a very beneficial impact on the day-to-day lives of the pupils concerned.

The introduction of the plasma information screen in the foyer has been warmly received by the pupils, staff and parents and is updated at least daily with information and news, often in a very imaginative and entertaining format.

The role of the Lower School Sixth Form Prefects remains integral to the pastoral care of the Lower School pupils. They are now asked to apply in writing for the post before receiving an induction session, and have played a more active and structured part in Thursday slots. The Lower School Prefect Scheme has been ably supported by a team of School Prefects who have provided invaluable communication between Head and Deputy Head of Lower School, Tutors, Lower School Prefects and pupils. The number of lunchtime and after-school clubs is greater than ever, most notably because yet more Sixth Form students have volunteered to run these clubs for the Lower School pupils.

In PSHE we have been successful in our aim to cover topics which help pupils to make a positive contribution to life as well as to understand what it means to be healthy and stay safe. We have again held a very successful PSHE day in conjunction with the co-operation of our community police officer. Tutors continue to receive much greater assistance and guidance for their Tutor periods, as the PSHE programme is now far more imaginative and helpful to them. Much more attention was given this year to the production of material for Tutors to support exam revision strategies in PHSE lessons in the three weeks before the start of internal exams.

The Lower School classrooms are all equipped with DVD/projector screens for the better delivery of the curriculum and this continues to be a great success, used widely by all departments. Similarly, the cabinet of 26 laptops which can be employed in any classroom is proving to be an invaluable resource across the curriculum, to the extent that some members of staff continue to move their Middle School classes to the Lower School just to make use of them.

The Lower School building refurbishments continued, including new girls' lavatories in line with the already refurbished boys' lavatories, and improvements made to the ramp and rail outside the main door to enhance its appearance and function.

### **Summary**

Most short-term aims were met in 2009-2010 but we are keen to explore how we can make further use of the available data for tracking and motivating pupil progress in Years 7 to 8 and how to improve Tutors' understanding of its potential. We also hope to refit the Reading Room as well as continue the refurbishment programme in and around the Lower School in general.

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## **Middle School (Years, 9, 10 and 11) (DCM)**

### **Curricular**

The GCSE results of 2009 were the best on record. 88% of grades gained were A or A\* grades. This showed a 4% improvement on the previous year.

Year 11 Review Meetings were held with 24 pupils and their parents in Advent term. Significant improvements were seen by the Mock Exams in January 2010.

Use of data such as YELLIS and Individual Learning Support Profiles (ILSPs) by Housemasters and Tutors has been promoted. Year 10 Progress Day has now become a successful and established part of the Middle School calendar.

A new programme of Study Skills was delivered to Years 9 and 10. This consisted of a Revision Fortnight for Year 9 and a Study Skills Carousel for Year 10 following a questionnaire assessment of their needs.

### **Pastoral**

The Head of Middle School and Chaplain have shared responsibility for the two MS Assemblies each week. Pupils have been encouraged to lead Assemblies whenever possible, for example following the RS India trip, or two Year 10 pupils addressing the whole of Year 9 at the start of the year.

Middle School Reps met with the Head and Deputy Head of Middle School on a weekly basis. Together they organised the Year 11 Christmas Play, the Year 11 Prom and acted as a link between year groups in their Houses.

The Head of Middle School continues to attend Housemasters' meetings and maintains close contact with them in order to support the pastoral care of the students.

### **Co-curricular**

Participation continues to be outstanding in the MS. The MS Play (*Dickens' Children*), Associate Director Production (*Joe's Kingdom*) and music concerts have been very warmly received.

The Head of Middle School and Deputies supported all three Thursday afternoon options and attended overnight camps for each activity.

Successful Field Day activities were continued, such as the Adventurequest Team-Building day and the Masterchef challenge at Borough Market. A new Circus Skills Team-Building day was trialled in June for Year 9 pupils who do not take part in CCF.

### **General**

Heads of Middle School from Foundation Schools were invited to lunch during the Trinity term.

The afternoon of Sports Day has been trialled as a chance to bring an inspirational speaker in to deliver a PSHE talk. The Acting Head of Media Studies led a multi-media based presentation about self image to Year 9 pupils, which was very well received.

The on-going aims and short-term goals for 2009-10 were successfully met.

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### Upper School (Years 12, 13) (AWS)

#### **Pastoral Care**

Tutors maintain close supervision through informal and formal means and use the Head of Section and the Upper School Management Team to facilitate communication with staff, home and the student.

The (second) Welcome Evening for all Year 12 parents achieved the aim of setting out basic expectations (from the Headmaster and the Head of Section) and enabling informal discussion with the new Tutor following the formal talks in the Great Hall.

The Head of Upper School continues to attend Housemasters' meetings and maintains close contact with them in order to support the pastoral care of the students.

The Deputy Head [Pastoral & Personnel] has developed material to be used in Tutor training in the coming months, and maintains close contact with the Heads of Section through attendance at the Assistant Heads Meeting, during which time Tutor training is discussed.

Various members of staff have attended Sixth Form pastoral and UCAS off-site training days.

The new shape of Enrichment has enabled PSHE to be addressed with fresh energy to students in Year 12. Tutors in Year 13 continue to use the resources provided by the PSHE Department, and their own, in Tutor-Period time.

All on-going aims and short-term goals were achieved in 2009-10.

#### **Academic Achievement**

The academic facilities in the Edward Alleyn Building (EAB) for Sixth Formers have been extremely well used.

The appointment of a new Enrichment Co-ordinator has given the programme great fresh impetus. The Head of Section and the Enrichment Co-ordinator addressed the Alleyn's Association Pastoral evening giving a picture of the new shape of the programme (which includes Critical Thinking for all Year 12 students) and a new speaker programme. The Enrichment Co-ordinator is undertaking a year review with the students before the end of the academic year and addressed the staff at a Staff Meeting.

Matthew Parris gave the introductory talk 'Thinking in the World' at the start of the Advent Term.

Monitoring student performance through ALIS will be looked at again in 2010-11 with the appointment of a new Assistant Head [Director of Studies], but this year a traffic-light system has been introduced in the electronic reporting system enabling quick access to student performance.

Electronic reporting was successfully introduced for the Lent Year 12 reports being completed using the new system, which will enable better tracking and monitoring of individual performances.

Students (voluntarily) accompanied parents at Parents' Consultation Evenings to continuing appreciation from staff, parents and the students themselves. There was an increase in student participation in Year 12.

A University Extension Discussion Group was formed of Heads of Department and their representatives, which aimed to track opportunities for Sixth Form students to extend academic experience beyond the A-level syllabus in preparation for university application.

A-level results for 2009 were:

73% A grade

91% A+B grade

100% pass rate

57% gained 3 A grades or better (1 student gained 5 A grades and 10 students gained 4 A grades).

These are best ever statistics for Alleyn's.

Apart from our goal to focus on our use of ALIS data (which will be addressed next academic year with the new Assistant Head [Director of Studies]), all on-going aims and short-term goals have been achieved in 2009-10.

### **Personal and Co-curricular Opportunities**

Record numbers of Year 12 students (63) were appointed to be Lower School Prefects and the timing of advertising of these positions has changed in order to be co-ordinated with the Senior Prefect selection.

Sixth Form students were trained to act as 'Front of House' ushers when the Michael Croft Theatre (MCT) is being used commercially.

Tutors continued to maintain an interest in the balance of their students' time and activities; one Housemaster has developed a form which was shared with other Housemasters in order to record and track the activities of all students.

The Assistant Head [Co-curricular] maintains close communication with the Head of Section and Tutors over co-curricular opportunities and resolving any difficulties or clashes which occur.

The Head of the Upper School continued to attend Housemaster meetings.

All on-going aims and short-term goals were achieved in 2009-10.

### **University and Careers guidance**

A 'University Extension Discussion Group' has been convened to discuss the arrangements for the support of students applying to university offered by departments. Every department has been represented at the meetings.

The quarterly 'UCAS updates' sent by UCAS to Alleyn's are now forwarded to all departments and Housemasters. The Head of Section made a presentation to all new staff about the Alleyn's UCAS procedure.

The facilities in the EAB are being well used, especially in the access students have to the Head of University and Careers and his assistant.

20 Year 12 students attended 'taster days' at London University – a record. Students continue to gain places on Headstart Courses (science and engineering taster courses) and one student gained a place on a Summer Physics programme at Cambridge University.

The Enrichment programme has enabled information on university choice and application to be offered to all members of Year 12.

The Head of Section has been invited to an outreach evening for a New York University initiative in attracting students requiring bursarial support.

UCAS results for 2009 were:

126/141 gained a place at 1st choice institution (89%)

10/141 gained a place at 2nd choice institution (the total for 1st + 2nd choice success = 96%)

(3 re-applied and 2 gained a place via 'clearing')

Oxbridge applications for places in 2010 or 2011 yielded 22 offers (the second largest number of offers in Alleyn's' history) from 58 applicants (7 offers from Cambridge and 15 offers from Oxford; 7 of these are post-A Level offers).

12 medical and veterinary science applicants (which is all applicants bar one student who applied to a single medical school) received offers of places. All applicants for bio-medical science and medical science courses were successful.

All on-going aims and short-term goals were achieved in 2009-10.

### **1.8 School self-evaluation (including follow-up on inspections) (CD)**

The Professional Review Process (PRP) for all teaching staff at Alleyn's has been reviewed and developed and rolled out to staff since its implementation in 2007-08. It is proving to be a most effective method of using peer appraisal and line-management appraisal, based initially on critical self-reflection and self-appraisal, to improve professional practice. It is successful in promoting critical self-reflection to improve teaching and learning.

Heads of Department (HoDs) continue to write comprehensive annual reports, based on a consistent set of criteria and section headings. An emphasis is made in relation to their performance management role and the need to assess and constantly improve the quality of learning and teaching. The reports include a section on the performance management of the department. The Heads of Department received a detailed written assessment and response from the Headmaster, met jointly with the Senior Deputy Head and Director of Studies and then also had the opportunity to meet separately with the Deputy Head [Pastoral/Personnel] and the Bursar. This continues to be an effective and efficient system for an annual appraisal of Heads of Department.

The Assistant Head [Director of Studies] has met with several HoDs to discuss their use of value added data and academic tracking and this is an area to develop further through the work of the new Heads of Department Committee set up from September 2010.

The annual appraisal of the School Development Plan (SDP) and Action Plan took place in June 2010, using consultation to audit and assess progress and achievement and then to revise aims and goals in writing the following year's SDP and Action Plan.

Two whole-staff meetings, in December 2009 and March 2010, used smaller discussion groups and a plenary group session to consider in detail various aspects of the SDP for 2009-10. This gave valuable feedback and self-evaluation on many issues, in particular on teaching and learning.

In addition a Heads of Department meeting in March 2010 used smaller discussion groups to provide feedback on sharing best practice across departments.

Aspects of using benchmarking to measure various performances (school, department, pupil) are areas still being developed. There has been a very good use made of value-added data. The use of such academic data continues to be well used in some departments but there is a need for further development in reaching consistency of approach. Similarly further development is needed in assessing how departmental and whole-School performance might be judged using value-added analysis.

The School was inspected in January 2008 as part of the programme of regular inspections (then every six years), arranged by ISI, the Independent Schools Inspectorate, which is accredited by Ofsted, the Office for Standards in Education, Children's Services and Skills. A copy of the inspection report was sent to all staff and parents and is available for everyone to read in full on the School's website. It reports that 'Alleyn's School fully meets its aim of providing a broad liberal education for boys and girls of high academic ability in a caring, friendly and tolerant community' and 'the School meets all the regulatory requirements'. The School has progressed and virtually completed its work on the Inspectors' Main Recommendations – the 4 'Next Steps' – and details of these are in Section 1.8 of the SDP for 2010-11.

A summary of progress on these 'Next Steps' during the academic year 2009-10 is given below:

### **2008 School Inspection – The Inspectors' Main Recommendations – the 4 'Next Steps' (i.e. 4 Main Recommendations)**

#### **2008 Inspection: Next Step 1**

*'Complement the current professional development review conducted by peers with a more rigorous system of performance management that will promote uniformly high and challenging standards of teaching and marking, and spread the excellent practices of some departments across all.'*

Three main aspects of performance management were identified by the Senior Management Team for improvement.

- (1) The performance management within departments of teachers by HoDs.

**Action: Improvements in this area are now in place; namely:**

A Heads of Department Working Group met regularly across two academic years (2008-10) and researched how to share best practice in this area. From September 2010 this Working Group will become a Standing Committee of a small number of Heads of Department, with a rolling membership and chaired by their line-manager the Senior Deputy Head. This Committee will monitor how HoDs performance manage their teachers. The HoDs annual reports now include a section to give details on the performance management of their staff.

- (2) The performance management of Heads of Department (HoDs) by Senior Management.

**Action: Improvements in this area are now in place; namely:**

- (a) The structure of the annual reports produced by HoDs has been reviewed to ensure consistency and a greater focus on reporting on performance. The annual reports will also develop existing departmental targets with appropriate reference to the overall School Development Plan (SDP);
- (b) HoDs now present and discuss their annual report at a formal meeting, which will be their annual performance management review, with the Senior Deputy Head (who is their line manager) and the Assistant Head [Director of Studies]. At this review meeting HoDs will report to the Director of Studies on academic achievement including value-added (based on standardised test data), in addition to covering other aspects of their department. They also meet with the Deputy Head [Pastoral/Personnel] to discuss the performance of their staff and have the opportunity to meet with the Bursar to discuss resource requests;
- (c) Following this annual review meeting, the Senior Deputy Head will report to the Headmaster on the performance of the department and its leadership and management.

- (3) The performance management across departments of the standards and consistency of teaching and marking.

**Action: Improvements in this area are now in place; namely:**

The Heads of Department Working Group, with guidance and help from the Assistant Head [Director of Studies] and the Senior Deputy Head, over the past two years has researched current practice across departments. The newly formed Heads of Department Committee, from September 2010, will work with all Heads of Department and the Academic Policy Committee to continue to share good practice in this area, including the use of work scrutiny.

**2008 Inspection: Next Step 2**

*'Underpin the school and departmental development plans with action plans that specify measurable targets, time scales and the personnel accountable for effecting planned changes.'*

**Action: Improvements in this area are now in place; namely:**

The Senior Management Team (SMT) meets each June to evaluate the whole School Development Plan (SDP) and produces an annual 'Audit on Progress and Achievement' on the academic year in relation to the on-going aims and the short and medium-term goals listed in each section of the SDP. Individual members of the SMT are listed in the SDP as being responsible for implementing and monitoring particular sections. Having consulted with staff through a variety of forums, they then re-write each summer the SDP updating the targets based on the audit of progress and achievement. The targets list personnel accountable.

In response to this Next Step 2, in relation to the School Development Plan, this process has been developed, as from June 2008, to produce an executive summary (Action Plan) of the SDP giving more specific measurable targets and time scales as recommended.

HoDs now prepare their own development plans with similar executive summaries, to be updated annually as part of the process of producing their annual reports. Furthermore, the departmental development plans aim to link in with the whole School Development Plan. The Heads of Department Working Group looked at how best to share good practice in these areas in relation to Next Step 2 and the newly formed Heads of Department Committee will produce a HoD Handbook which will include guidance in these areas.

**2008 Inspection: Next Step 3**

*'Continue to develop the use of information about pupils' aptitudes obtained from standardised tests to identify underachievement and to promote attainment.'*

**Action: Improvements in this area are now in place; namely:**

The use of data for monitoring has been discussed extensively during the academic year. It has been the focus of small groups in Full Staff Meetings, a major agenda item for the Heads of Departments' Working Group and also raised at Heads of Departments' meetings. Finally, the Director of Studies made a presentation to all teaching staff illustrating good practice in this respect.

The School's information management system has been upgraded to incorporate targets for both GCSE and A level students. This also includes a traffic-lighting system that highlights those achieving below or above their targets. In this way, teachers have a raised awareness of how their students are progressing and any evident underachievement.

### 2008 Inspection: Next Step 4

*'Create more opportunities for promoting knowledge and understanding of minority ethnic and faith groups.'*

#### Action: Improvements in this area are now in place; namely:

During 2008-10 a small working group was formed, chaired by the Deputy Head [Pastoral and Personnel] and including the Head of RS, Head of PSHE, the Chaplain, the three Assistant Heads who are Heads of Lower, Middle and Upper Schools and a Housemaster.

The group was tasked to:

- (a) carry out a full audit of current opportunities
- (b) review the RE syllabuses and PSHE programme and make appropriate recommendations to promote further such knowledge and understanding
- (c) make clear recommendations on how best to create more opportunities
- (d) review the use of assemblies, Field Days and House Meetings and other opportunities such as School societies and visiting speakers and make appropriate recommendations

The views of all the teaching staff were sought through discussion groups at a staff meeting. The committee devised a questionnaire and during 2009 a substantial survey and audit was carried out, through all Heads of Departments (including RS and PSHE), Housemasters and all interested parties, of the coverage the School provides. The committee believed strongly that it should consider 'knowledge and understanding of minority ethnic and faith groups' within a broad context of respect and tolerance. The survey therefore had three sections: faith, culture (including ethnicity) and respect.

The results of the survey have greatly encouraged the working group. There is a breadth across all areas of School life and over 200 entries were returned. There are many explicit references in the RS department schemes of work, the PSHE programme, Sixth Form Enrichment, Charity activities, House and School assemblies. But there were also strong references across many areas of School life. We note that it is only possible to highlight a very few examples in this report. The examples are chosen to emphasise the breadth of responses.

#### Faiths

All major world faiths are explicitly addressed in KS3 in the RS department, with follow-ups in KS4 and KS5. Alongside this there are many references to different faiths across the curriculum and co-curriculum. Examples include:

- Food associated with religious festivals (Food Technology)
- Different views towards contraception (Biology)
- Islamophobia (House assembly)
- The role of everyday religion in the Roman Empire (Classics)

#### Culture

Pupils are introduced to a wide range of cultures and issues for different ethnic groups. The survey emphasises the genuine desire of teachers to introduce references to different cultures as part of, and to enhance, the overall learning experience of pupils. Examples include:

- Ethnic influences on fashion (Spanish)
- Minority ethnic groups in city regeneration (Geography)
- How products are manufactured in developing countries with low labour costs (DT)
- How religion and culture affect sport -1972 Olympics (PE)

#### Respect

A member of staff told someone on the small group that they would not want to leave this School because they felt they "could be themselves" here, that their views and background were respected. This feeling seems to be mirrored across the School. Intolerance is discussed as a negative part of society in subjects

as diverse as History, Media Studies and French. There is a strong emphasis on respect in assemblies, PSHE and Enrichment.

The group is encouraged by the results of the survey and in the light of its findings will implement the following recommendations.

#### Recommendations

1. Respect and Tolerance is a concept underlying Alleyn's approach and is articulated in its Vision and Values (No. 2 a tolerant community – 'working together with a common purpose and shared philosophy centred on a tolerant, inclusive and liberal education'). This should be highlighted, and discussed more explicitly, with all new staff when they arrive at Alleyn's as part of the induction process. The Senior Deputy Head discusses our Vision and Values as part of the current induction process for new staff; the Chaplain could be invited to assist in this session, to highlight the importance of respect for and toleration of others.
2. A number of excellent assemblies are given in House meetings and to smaller groups. Housemasters and others should be encouraged to share successful assemblies, presenting them to other groups, or larger meetings such as Sectional assemblies, particularly where they promote knowledge and understanding of minority ethnic and faith groups, and are student-led.
3. The Year 12 Enrichment programme could include a session on "How we handle interacting with people with different belief systems". This would be especially valuable in ensuring all new Year 12s were made aware of this part of the School's ethos.
4. Develop growing links with schools whose faith, ethnic or cultural bases are different from Alleyn's; to be willing to learn and reflect on the differences and share good practice e.g. through the School's involvement with the Southwark Schools Learning Partnership.
5. Consider developing a link with a school from the developing world, particularly one with a different faith, ethnic or cultural mix from Alleyn's. This could be a whole School focus to supplement the current contacts which particular Houses have with charities from the developing world.

In summary, there is a comprehensive structure for providing self-evaluation on all aspects of School life and all the 'Next Steps' key recommendations of the previous inspection (January 2008) have been acted on and implemented.

### **1.9 Links with the Junior School (MOD)**

#### **On-going aims**

##### **Curriculum links**

Meetings between Junior School subject co-ordinators and Senior School Heads of Department took place in October 2009 and in February 2010 and covered the topics: types of pupil assessment used in Years 5 and 6 as well as Years 7 and 8 so that the Departments can learn from one another's practice. At the October meeting an agenda was set for February where assessment of pupils continued to be a focus for discussions. The key Departments of English, Mathematics and Science shared their work with Junior School staff about Key Stage 3 curriculum developments.

##### **Safeguarding Children**

The Designated Person (formerly known as the Child Protection Officer), who is Head of Middle School (Senior School), and the Deputy Head of Junior School met with Southwark's Safeguarding Children representative in September. It was a most productive meeting and good practice between the two Schools was shared. After the meeting it was decided that because of the wide range of ages of children in the School that Junior School (Safeguarding) Child Protection training should take place separately. The whole School's Designated Person gave the Junior School staff their yearly Safeguarding update on Tuesday 26<sup>th</sup> January and the Junior School's Deputy Head gave a follow-up staff talk about this topic on Thursday 11<sup>th</sup> February working closely with Designated Person about the content. This latter talk entailed

an update for staff about whom they should approach to report concerns about cyber-bullying and safe practice. All members of staff were given the booklet *'What to do if you are concerned about a child'*.

### Short-term goals

#### Academic Achievement

Each term, the Deputy Head of Junior School and the Director of Studies in the Senior School, met to discuss general curriculum issues such as timetabling using the information storage package CMIS, which the Junior School undertook to use for the first time this year. CMIS is used for collating assessment data and so it is useful in tracking progress over a child's whole time at Alleyn's. The Deputy Head of Junior School and Director of Studies Senior School will meet again in December 2010 to compare 'rank order information' over a five year period and investigate the future use of compatible electronic tracking systems for the two Schools.

### Medium-term goals

#### Shared resources

##### ICT links

The ICT Committee has met twice since February 2009. The following is work that has been completed, or is still in progress which concerns the Junior and Senior School network.

- (a) Internal Communication – More work has been undertaken on the School Intranet. Co-curricular pages are expanding and the news stories on the front pages (changed twice weekly) are attracting interest. The Junior School Intranet site is now live for News and includes a Parental area for letters and curriculum information;
- (b) An audit of pupil IT equipment provision has been carried out and the IT Development Committee has discussed these findings;
- (c) External Communication – It has been agreed to set up an account with an SMS service in the Senior School, as used by the Junior School, so that urgent messages can be conveyed by text message to staff and groups of pupils if necessary.

##### Learning Support

On 24<sup>th</sup> March the Junior School Learning Support teacher hosted a Learning Support Focus Group in tandem with Senior School colleagues and this was attended by representatives from: Dulwich College Junior School, Dulwich College, JAPS, DUCKS, Rosemead, Sydenham High School, Oakfield, Bessemer Grange, Streatham & Clapham, Eaton House, Rosendale School, Dulwich Village Junior, Dulwich Village Infants and DCPS.

#### Co-curricular contribution

The Senior School's Co-curricular Committee and the Junior School's SMT have separately met over the course of the year to discuss the range of opportunities available for children to participate in co-curricular activities and to tabulate the information and reassess areas for further development and review. The Co-curricular Committee has begun investigating ways of electronically tracking student involvement. CMIS is now shared by both the Junior and Senior Schools, paving the way for opportunities to effectively track co-curricular involvement of all pupils.

- This year there have been strong links between the Junior and Senior Schools in regard to offering co-curricular opportunities through the Saturday Morning Maths Scheme which is operated from the Junior School. 34 Middle School pupils act as volunteer mentors for this scheme;
- Selected Year 10 pupils visit the Junior School as part of their Thursday Afternoon Activity on field days to work in different areas of the Junior School;
- Senior School pupils act as referees in Junior School sports tournaments;
- The After-School Care facility offers placements for Duke of Edinburgh Scheme pupils to complete the Voluntary Service section of their Bronze or Silver Award;
- Selected Years 12 and 13 Maths and English students offer their services weekly as extension mentors to Junior School children identified with high ability in these subjects;
- The Junior School has continued to employ gap-year students chosen from the outgoing Year 13.

## **Section 2: Learning and Teaching**

### **2.1 Curriculum (MH)**

The Heads of Department Working Group has discussed many aspects of good practice relating to the education of our pupils and students. Many examples of personalised learning experiences were shared. This aim is ongoing.

Good practice in terms of stretch and challenge activities was discussed in the Heads of Department Working Group. This work will be moved forward by the new Director of Studies in the next academic year, in consultation with the Co-ordinator of Learning Support.

The new Co-ordinator of Learning Support has introduced a new system of Individual Learning Support Profiles (ILSPs) to replace the old Individual Education Plans (IEPs). These give details of learning difference, access arrangements (if applicable) and advice and strategies for staff, parents and the pupils themselves. The old EIEP (Extended Individual Education Plan) has been replaced by an Extended Individual Learning Support Profile (EILSP) for those with more significant needs. The Learning Support Co-ordinator has carried out a number of assessments herself. Access-arrangement needs for public examinations are now looked at towards the end of Year 9.

The Specific Learning Differences Policy has been updated, to include ILSP references, and will be formally reviewed when the new Director of Studies takes up her post.

The Curriculum Booklet has been finalised and warmly endorsed by SMT and APC. It contains details of the curriculum structure for each year group, terms of reference for the Academic Policy Committee.

Plagiarism was fully discussed at SMT and in Heads of Department meetings. The Director of Studies presented assemblies to every year group. This included information from the Joint Council for Qualifications (JCQ) relating to public examinations and also advice from leading universities about the consequences of plagiarism. The Examinations area of the Intranet includes a statement about the implications of such misconduct in coursework and examinations.

The Examinations Officer has written a comprehensive Examinations Policy and Procedures area on the School intranet. This contains clear information for staff which they can access either in school or from home.

The Academic Policy Committee has continued its watching brief over Sixth Form courses, both in terms of the type of course followed (A levels, IB, Pre-U) and the range of subjects available to students. The main work of the committee this year, however, has been to review the Key Stage 3 curriculum (that followed by pupils in Years 7, 8 & 9). The committee undertook an analysis of what is currently taught both at Alleyn's and a number of other leading schools. It has highlighted the main similarities and differences. This review will be continued next year by the committee, which has a rolling membership.

An Enrichment Co-ordinator was appointed who has significantly improved the Year 12 Enrichment Programme. She made excellent presentations to all teaching staff and to the Alleyn's Association.

### **2.2 Assessment and Reporting (MH)**

Assessment was fully discussed within the Heads of Department Working Group. The timing and nature of routine assessment were explored as well as the methods used across departments for standardisation. This remains an area for development, with good practice to be shared with HoDs in due course.

The timing of reports was discussed at both SMT and HoDs meetings. The new Headmaster and Director of Studies will look at this in the next academic year.

At present there is a Marking Policy and an Assessment statement of intent, both updated and available on the School website. Merging these and expanding them into a whole-School assessment policy is yet to be finalised. This will include work on the medium-term goal of reviewing the School's approach towards homework.

The School has successfully trialled the electronic reporting system. All Year 7 reports and grades sheets were produced within CMIS. All years' grades sheets and Year 12 Lent reports were also generated in this way. Feedback was taken through discussion groups in a Full Staff Meeting, with further comments received from Heads of Department. Overall the feedback was very positive. All staff were offered full training in the reporting module.

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### **2.3 Academic monitoring/tracking and value added (MH)**

Feedback from other Trinity Group Schools reflected that our use of data compares favourably to most other practice, and better than several. As at Alleyn's, MidYIS is used to identify underachievement and those with unusual skills profiles (helpful in the identification of learning differences). GCSE targets are set against Yellis feedback, and our use of the Alleyn's factor would appear to reflect best practice.

We have undertaken a lot of work to raise staff awareness of using data. This includes small group discussions in Full Staff Meetings, sharing of good practice within the Heads of Department Working Group and also consideration at Heads of Department meetings. Finally, the Director of Studies made a presentation to all teaching staff illustrating good practice in this respect.

The School's Management Information System has been upgraded to incorporate targets for both GCSE and A level students. This also includes a traffic-lighting system that highlights those achieving below or above their targets. In this way, teachers have a raised awareness of how their students are progressing and of any evident underachievement.

Year 10 GCSE targets were further refined to make them more personalised this year.

SMT review value-added data annually, considering achievement against Yellis, ALIS and Alleyn's targets.

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### **2.4 ICT for learning and teaching (ARF)**

The assessment module of the School's Management Information System has been introduced to staff as an aid to target setting for more effective learning and teaching.

Staff training, co-coordinated within and across departments, has been run to target common needs: e.g. electronic assessment recording and report writing; access to pupil details from the MIS database; and the use of popular software applications.

In addition, in response to a request arising from the electronic reporting trials, 32 members of staff, both teaching and support, from the Senior and Junior Schools have been enrolled on an on-line touch-typing course.

The Director of ICT organised and ran twilight training sessions on using learner-response devices with interactive white boards. A hands-on session on internal communication, focussing on the use of email and the Intranet was given to all Senior School teaching staff at the beginning of the Advent term.

The Intranet has been developed to include learning and teaching resources for school and home use and online-learning and assessment packages within departments.

The Information Technology across the Curriculum Committee (ITAC) has run throughout the year with a focus on sharing good practice in using ICT within teaching and learning.

The IT Development Committee has met throughout the year to discuss the needs of departments and to formulate policy in response to the rapidly changing world of ICT in schools and society.

## 2.5 Co-curriculum (SPC)

### On-going aims

Once again a very significant programme of co-curricular activities was staged across the full range of areas.

Sport has further expanded the number of opportunities for pupil involvement in inter-school matches with regular 'B' teams selected in a range of both boys' and girls' team games, and even some 'C' and 'D' team fixtures in the Lower School. A very full programme of inter-Form and inter-House Sport runs alongside these school matches and offers opportunity for all pupils to participate as part of a team. There have also been notable individual successes and School teams have achieved excellence in County, Regional and National tournaments. All staff that run sports teams have been given new Alleyn's staff kit to wear when coaching and officiating School matches. This has been extremely well received.

Music has maintained an extensive range of opportunities for pupil involvement with over 40 performing groups and 5 major public concerts this year, as well as numerous lunchtime and other smaller after school and evening concerts. All pupils in Years 7 and 9 participate in Form concerts that take place in the Michael Croft Theatre (MCT). There have been high levels of participation and also individual and group achievement.

Drama has extended the co-curricular opportunities for pupils. It has staged 6 major productions this year (2 Lower School, 2 Middle School, and 2 Upper School) with the re-arranged (Swine flu) Lower School play happening early in Advent term 2009. Two of these productions were under the new Associate Director's scheme. There have also been three Bearpit productions, presenting 3 plays directed by Sixth Formers, and including students from the Middle and Upper School. High standards have been achieved while retaining the creative, collaborative and ensemble ethic. The MCT has also offered extensive opportunities for all pupils to pursue their interests in theatre design and technical elements. The employment of freelance professionals has meant large numbers of pupils have had the opportunity to work with experts in the full range of technical theatre disciplines. Overall the School community has been presented with more opportunities to view Drama and Theatre on-site with the increased number of curriculum performances created by the advent of GCSE.

Pupils have been encouraged to participate in co-curricular activities by their Form Tutors, Housemasters and in School Assemblies, where student achievements have also been recognised by presentation of certificates, medals and colours.

The Year 10 Options Programme has been restructured and now comprises 3 different activities: CCF, Duke of Edinburgh and Volunteering. Now more balanced groups of pupils in Year 10 opt to participate in each of these Thursday afternoon activities, and all are genuinely viewed positively and with parity of esteem.

A formal Co-curricular Committee, comprising a wide range of staff, is in its second year. Areas of focus, work and achievements this year have included:

- A review of the SWOT analysis of the aims of the co-curriculum;
- Assemblies for the Middle School and Lower School on both the co-curriculum and also time management (to tie in with and promote the new calendar pages);
- Further discussion around the possible options and best way of formalising the monitoring, recording and acknowledgement of individual pupil's involvement;
- Further development of a more comprehensive area on the School's website including information on the smaller clubs and societies available, and a whole school co-curricular timetable updated and published termly;
- Continued active co-ordination of dates, particularly Music and Drama, to ensure clashes of major activities are minimised and avoided;
- Regular termly discussions of concerns and issues that affect different areas of the School;
- Contact with other schools about their organisation and management of the co-curriculum.

All the Minutes from the Co-curricular Committee meetings are available to all staff in the Teacherpool.

In the Lent Staff Meeting's discussion groups the staff expressed support for the new co-curricular pages in the calendar.

All new staff to the School are written to prior to their arrival to follow up the co-curricular interests they expressed at interview. This is followed up in a co-curricular new staff induction session in the first half of the Advent term, and at the end of the Trinity term in an individual meeting with the Assistant Head (Co-curricular).

There has been an extensive range of day trips, and also overnight visits within the UK and Europe as well as to America and Asia. There are funds available from the Pupil Support Fund for any student who is unable to finance these trips. There has been some centralised administrative help for colleagues running trips that have helped ease the significant administrative burden.

- Across the year over 540 students participated in an overnight visit in addition to 180 students participating in CCF and 120 students participating in Duke of Edinburgh who also stayed away overnight.
- Over 100 separate Educational Visits were also "authorised" and "signed off" in addition to literally hundreds of sports fixtures.

There has been a better range of Field Day visits available in both the Advent and Lent terms, and several new staff have organised and run their first trip.

Co-curricular activities and achievements have been more fully reported in the End-of-Term Newsletters and on the School website and Intranet.

### Short-term goals

A formal presentation to Year 9 on Thursday afternoon activities took place at the end of the Trinity term in the MCT. This resulted in a much better balance of pupil choices between the activities, and a dramatically improved uptake in the Volunteering option (formerly Community Service). All pupils in Year 10 have followed a meaningful weekly activity, and all have participated in 3 Field Days. The presentation will be undertaken slightly earlier this year to allow for any last minute changes being done this term.

The Trips and Visits Policy document is being reviewed, and work on the standardisation of paperwork for each trip is ongoing. There was an open meeting which all interested staff were invited to at the end of the Advent term, it was also discussed at the Lent term Co-curricular meeting and individual meetings with key staff are ongoing. All staff will be updated at the Continuing Professional Development session at the start of the Advent term 2010.

Further discussion around the possible options and best way of formalising the monitoring, recording and acknowledgement of individual pupils' involvement have taken place at the Co-curricular Committee meetings. Since work on our own electronic reporting has been ongoing this year it was not felt possible to

tie in any co-curricular reporting with this at the moment. However, discussions are ongoing, and this will be investigated further next year.

To help pupils manage the very extensive co-curricular programme the pages in the School calendar have been re-designed to include a separate page for pupils to record their co-curricular activities, and also on each weekly page to encourage pupils' individual planning and organisation. New co-curricular guidelines have also been written and appear in the back of the School calendar. Staff (both Form Tutors and those running activities) have been briefed to encourage use of these pages and to support individual pupil's organisation. Parents have been informed via updates in the Middle School and Lower School handbooks. These changes have been very positively received.

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

#### **3.1 Pastoral system (JGL)**

The Pastoral system functions through the School sections, and so this section should be read in conjunction with section 1.7 Self-evaluation in the Lower, Middle and Upper Schools, 3.2 Counselling and Chaplaincy and 3.3 Personal, Social and Health Education. The on-going aims to ensure strong pastoral care for all students continue to be met.

The opportunities available for pupils to seek pastoral guidance have been published more formally in a series of posters available in all Tutor rooms.

The House entries on the website have been reviewed and updated. A consistent approach to all the House home page entries has been agreed and implemented. The individual nature of each House has been maintained by including the last two House reports from *Scriblerus* (the School magazine), and this will form the new pattern for the House website entries.

A new programme of further professional development for new Tutors has been devised and was presented in the second half of the Trinity term. This included an introductory session on tutoring at Alleyn's, the role of PSHE in the Tutor programme, a workshop session on pastoral issues facing Tutors and a session on the electronic processes undertaken by Tutors e.g. electronic registration.

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#### **3.2 Counselling and chaplaincy (JGL)**

A new audit process has been agreed with the counsellor and chaplain for the operation of counselling within the School. This is being undertaken during the Trinity and Advent terms 2010, after which the results will be reviewed with the Assistant Heads (Heads of Section) and any recommendations for changes will be made. The counselling team continue to make a very valuable contribution to the pastoral care available at Alleyn's.

Thirteen members of the Alleyn's Community were Confirmed in May as part of the Dulwich Deanery Confirmation, having met in three separate groups throughout the year for their preparation.

The Chaplain took a leading role in the response to the Inspectors' Recommendation Next Step 4: to 'create more opportunities for promoting knowledge and understanding of minority ethnic and faith groups', and in preparing the recommendations, which are outlined in section 1.8.

The first 'Alleyn's Chaplaincy Lecture' was held in January, when Bishop Tom Butler spoke to an audience of about 275 in the Michael Croft Theatre about the relationship between science and faith.

At the annual SDP review it was unanimously agreed that the work of the Chaplain had been highly effective and well received throughout the School community.

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#### **3.3 Personal, social and health education (PSHE) (JGL)**

The on-going aims of the PSHE programme continue to be met. The department supports Tutors and teachers in delivering a programme of PSHE designed to prepare pupils for adulthood, and is making more of its material available through the School intranet.

The department has continued to build up its links with local community groups e.g. with our local Police Community Support Officers who now support and supplement the work of the Schools' Beat Officer.

The Year 8 Field Day programme was re-scheduled to the Advent term, to allow for the Year 9 battlefields trip. This worked well because it provided a strong foundation early in the year for Tutors to build upon. The Transport for London element of this programme was particularly effective in a re-vamped format. The department also made greater use of our in-house expertise. During the course of this year, this new arrangement will be reviewed.

The Department contributed a specific session in the new-Tutor training programme.

The Department made a presentation at the Alleyn's Association AGM, and this was very favourably received by the parents attending. The process of developing a more cyclical programme of PSHE presentations for the Alleyn's Association, has been given further consideration, but it has been agreed that it would be more appropriate for this to be developed over the medium term.

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### **3.4 Safeguarding (formerly known as Child Protection) (DCM)**

Continuous Professional Development on Safeguarding issues and Cyberbullying was provided for all Senior and Junior School teaching and all non-teaching staff in January 2010.

Induction occurred for all new teaching staff and invigilators during the academic year.

Safeguarding policies and procedures continue to be reviewed and updated. The Safeguarding Policy was reviewed by Governors in December 2009 and by the School Council in May 2010.

The annual Safeguarding audit was carried out in October 2009 by Southwark Safeguarding Children's Board (SSCB) and judged to be effective in the Junior and Senior School. Regular communication with the Lead Officer at SSCB proved very helpful throughout the year.

The Designated Person (formerly known as the Child Protection Officer) attended the Annual Southwark Safeguarding Conference and the Deputy Designated Person attended courses on 14-19 Child Protection and Safer Recruitment.

Mrs Angela Brownbill continued in her role as Governor with specific responsibility for Safeguarding Issues. In March the Board of Governors received training from a lawyer specialising in Safeguarding.

The on-going aim and short-term goals were successfully met.

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### **3.5 Teaching Staff (CD)**

The Personnel Assistant to the Headmaster oversees the procedure for appointments of teaching staff and all personnel aspects of their recruitment, with specific regard to Safer Recruitment Guidelines as issued by the Department for Education.

All academic posts have been filled by subject specific specialists. Furthermore, the ability and willingness of the staff to contribute to the co-curricular life of the School has continued to be a major feature in making these appointments.

All posts advertised have attracted strong fields of appropriately well qualified professionals so recruitment has been highly successful. Retention of good staff has been evident in the relatively low turn-over of staff.

There has continued to be some encouraging interest amongst staff to gain examining experience. One colleague has been appointed as a Principal Examiner with the IB and another appointed Principal Examiner at A level. Encouraging staff to join appropriate professional academic organisations continues to be an area for further development and will be raised at HoDs meetings as an issue to progress.

Curriculum demands have been assessed by the Deputy Head [Pastoral/Personnel] and Assistant Head [Director of Studies] and taken account of in making new appointments for September 2010. Pupil-staffing ratios have been maintained and in some subject areas the staffing has increased.

All newly qualified teachers (NQTs) have followed a programme of support and regular meetings organised by the Induction Co-ordinator and overseen by the Deputy Head [Pastoral/Personnel].

All teachers new to Alleyn's this academic year have been following an induction programme. They were each interviewed by a member of the SMT in the Trinity term to discuss how they have settled and to evaluate the School's induction programme. There was strong support and warm appreciation for the programme of induction which was judged by the new staff and Senior Deputy Head to be highly effective.

All departments with pupils at each level of KS3, KS4 and KS5 had dedicated support and/or administrative staff.

In summary, the on-going aims have each been addressed and very significant progress made overall, with all aims, except part of (e), fully met.

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### **3.6 Professional Review Process for teaching staff (JGL)**

The feedback from staff who have been involved in the Professional Review Process this year shows that the ongoing aims of the process have been met.

The Professional Review Process was one of the key topics discussed in a workshop session at the Staff Meeting in December. The Professional Development Committee received some very positive feedback, with a series of helpful suggestions for improvements and changes to be considered.

The Professional Development Committee has been reviewing the Professional Review Process in the light of the full-first round of operation and the views presented in the staff meeting. Further discussions are taking place to ensure that any changes in the Professional Review Process complement the recommendations of the Heads of Department Working Group on performance management.

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### **3.7 Support staff – management structure and professional review (SRB)**

We have successfully provided a support staff organisation which enables the teaching staff to deliver the principal activity of the School.

We have continued to improve our management of recruitment, incorporating accepted safeguarding procedures within job specifications, person specifications, the content and placing of advertisements, CRB checking and processing of new recruits. This continual process of review and improvements helps ensure that appropriate staff are taken on and that they match the requirements of the School.

Cross-familiarisation from one role to another has continued so that support can be provided to key positions even if post holders are absent.

Support staff have been able to take part in further training and development where appropriate, and we will continue to encourage this.

An additional member of the accounting staff was recruited, trained with specific focus on being able to help cover other roles, and provides better accounting segregation of duties, as intended.

A number of gap-year administrator roles were created, creating support where needed, without committing the School to permanent expansion of staff numbers.

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### **3.8 Continuing Professional Development (CPD) (JGL)**

Opportunities for Continuing Professional Development have been published and approximately 70% of the teaching staff have attended at least one course during the academic year. Several staff are supported by the School in working towards professional qualifications. At the start of the year, a colleague reported on his time spent on sabbatical in Trinity 2009, which involved Chemistry work with Imperial and University Colleges, London University, GlaxoSmithKline and the completion of a pastoral course. The sabbatical which was scheduled to be taken by a member of staff in the Trinity term 2010 will be taken in the Advent term 2010, because of the assessment needs of the particular Department.

The lead session at the start of Advent term was undertaken by the philosopher, Julian Baggini who spoke on 'Thinking in Schools'. There were also a series of workshop sessions on electronic communication conducted by the Director of ICT and members of the ICT committee.

The Induction process for all teaching staff new to Alleyn's has been extended, and now operates throughout the whole of the Advent term, with Newly Qualified Teachers (NQTs) undertaking a further two terms' Induction. As part of this process, in addition to members of the SMT taking an introductory session to their areas of responsibility, the second half of the term includes further key sessions for teachers new to Alleyn's e.g. on safeguarding/child protection.

At the start of the Lent term, a speaker from Affinity Independent addressed the staff on the subject of the Teachers' Pension Scheme. There was also a Child Protection Update session conducted by the Designated Person (formerly known as Child Protection Officer) and the Headmaster.

At the beginning of the Trinity term a Fire Safety DVD was shown to all staff: Senior and Junior School, teaching and support staff. There was a follow-up training DVD and discussion session for the newly appointed fire wardens.

A series of First Aid courses were run during the year: an expedition-specific course for staff helping with the Duke of Edinburgh's Award Scheme, a 3-day First Aid at Work course which targeted staff leading major expeditions and a 2-day First Aid at Work Refresher course. Courses are run in-house, and are available for both teaching and non-teaching staff.

Heads of Department regularly attend the Trinity Group meetings of HoDs, and this year Alleyn's hosted the meeting for Heads of ICT. The School continues to support staff who wish to undertake public examining, and a number of staff became examiners during the course of the year. The School also benefits from the experience of several staff who are Principal Examiners.

Additional ICT training was undertaken by the Director of ICT e.g. electronic assessment recording and the use of popular software applications. Staff have also had the opportunity to enrol on an on-line touch typing course. The Director of ICT also organised and ran twilight training sessions on using learner-response devices with interactive white boards.

The Professional Development Committee is overseeing the Professional Development with the aim of ensuring that opportunities for development in all aspects of school life are provided: academic, pastoral, co-curricular professional and technological.

A new in-house course for newly appointed Tutors has been devised and is being presented for the first time in the second half of the Trinity term.

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### 3.9 Alleyn's Association (parents) (JGL)

The role of the Year 9 House Representative continues to evolve and develop; it is working particularly well in some Houses, and it is agreed that this role will continue to grow steadily.

The Association has continued to support work experience placements, give careers talks and guidance, help organise Founder's Day, and a wide range of parents have attended the Headmaster's lunches. An Annual Dinner was held with representatives of the Association, Governors and Senior Staff at Saddler's Hall.

A range of social events have been run by the Association including hosting Year 7 new parents' parties, supporting the Year 9 'At Homes', a Quiz Night and a Summer Party. The fund-raising work of the Association has resulted in significant donations to the Pupil Support Fund during the year.

The Alleyn's Association pages on the website were updated.

The Head and Deputy Head of PSHE gave a presentation at the Association's AGM which was informative and well received. The Association hosted an Educational Evening which offered insights into the work of the Design Technology and Food Technology Departments; this gave parents practical experience of the work pupils undertake. The Pastoral Evening gave a taste of the Enrichment programme available in the Upper School, and parents appreciated the insights given by a speaker who suffered a tragic, life-changing accident which has resulted in his being confined to a wheelchair.

The Alleyn's Association continues to play a most valuable part in the life of the School.

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

### **4.1 Major Capital Projects (CD)**

The Capital Projects Group (CPG), chaired by the Bursar, has met regularly and produced priority lists of capital projects, the Lists A, B, C, D in line with the short-term goal. These lists were made available by the Bursar to anyone wanting to see them.

The following major capital projects have also been completed during the academic year 2009-10:

- (1) Refurbishment of the clock tower;
- (2) Refurbishment of the Reception playground;
- (3) Renewal of pupil toilets in the Lower School;
- (4) Refurbishment of staff toilets in Science block, Music School, Staff Dining Rooms and pupil toilets in Dining Room;
- (5) Refurbishment of English Department office;
- (6) Extension and renewal of Physics laboratory;
- (7) Creation of new Physics staff department base;
- (8) Refurbishment of swimming pool ceiling;
- (9) Replacement of swimming pool boiler.

In addition, extensive redecoration took place in the Science block, Dining Room, Staff Dining Room, Geography department, Maths department, E block, Library, Sixth Form Centre and the outside of the Junior School, the Music School and part of the main building.

At the start-of-year Staff Meeting all teachers were told about these summer projects. The Governors' Development & Education Committee were told about the summer works at their first meeting of the academic year in September 2009.

The Bursar and Head of Finance developed a clear capital projects budget with an operating policy and procedure.

### **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 classified as being immediate, or to be scheduled for during the Easter or summer holidays. Having completed the Edward Alleyn Building last year and other major capital projects, the Capital Projects Group (CPG) gave priority to minor capital works ahead of major ones.

A number of minor capital projects have been completed and a report on the works was given to all staff at the start of the year. A programme of departmental and laboratory refurbishment has continued with the Physics Department benefiting from a new office and enlarged laboratory.

Redecoration of large communal areas such as the Dining Hall and Great Hall have been carried out, and new commemorative boards for House captains, School captains, housemasters, headmasters, governors and fellows and new memorial boards, have been installed.

#### **4.3 Premises – buildings maintenance (SRB)**

Proactive room and building checking was trialled during the year and is proving helpful.

Greater clarity was possible in setting baseline maintenance budget requirements for 2010-11 as a result of clearer identification of routine maintenance schedules.

The fire marshalling team was formed and trained during the year.

Consideration was given to rearrangement of Bursary and Development Office space during the year but other priorities also arose of greater immediacy.

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#### **4.4 Premises – Departmental Refurbishment (SRB)**

HoDs continued to refer their departmental refurbishment requests through the Bursar's office and these received due consideration in the formation of minor works and capital spending plans.

Estates and Premises meetings continued weekly, Capital Projects Group met several times each term, with both continuing their oversight respectively of smaller items and larger projects, and agreeing appropriate priorities.

More efficient heat control was attempted via upgrades to the building management system (software which provides central control of aspects of the system); however, the basic nature of the heating infrastructure, combined with the exceptional weather conditions during Advent and Lent terms have created some challenges to managing heat School-wide.

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

An electronic report-writing and storage system has been trialled with Lower, Middle and Upper School year groups across the School.

The Intranet continues to develop and now incorporates storage areas for subject departments, House and co-curricular resources as well as whole-school policies and other documents. The hub page contains regularly updated news items and there are mechanisms for notices and announcements. All content is available both on and off site.

Staff training has focussed on editing content on the website and the Intranet. Several twilight sessions have been run during the course of the year and attended by teaching and support staff from both the Senior and Junior Schools.

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#### **4.6 Grounds and gardens (SRB)**

The School grounds have continued to be the subject of much favourable comment and arguably are the best of their kind locally; the hard work of the gardeners provides a delightful backdrop for the activities of Alleyn's.

The special nature of the Memorial Garden has been enhanced with further planting, in particular a hedge which more effectively distinguishes the boundary of the Memorial Garden from the neighbouring open space.

The gardeners have replanted various areas of the gardens and have installed new planters along the EAB verandah.

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

The School SMT and 'Eco forum' considered the recent Carbon Trust survey and its recommendations. A number have been actioned, or are being carried out progressively as they represent considerable expense best borne over a period. An example of progressive replacement is that of lighting throughout the site with low voltage, high efficiency lamps in passive infrared controlled fittings. The computer shut-down system has been extended.

The School has initiated discussions with a waste management firm with a view to all its food waste being used in a biomass combined heat and power plant to generate electricity.

Also, a renewed study is taking place regarding the possibility of installing photovoltaic panels.

The School has introduced a ride to work scheme, which has resulted in increasing numbers of staff now cycling to work.

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## Section 5: External relations

### 5.1 Marketing, publicity and public relations (ARF)

The School website content continues to be updated in all its sections. The images used on the website continue to be carried across our print advertising to create a recognisable, contemporary style. Positive feedback has been received about the effectiveness of our website communications, especially regarding extreme weather days and disruption to travel caused by volcanic ash. New pages are being added to the Parents' section and information is updated.

The School Prospectus (11+, 13+ and 16+) has again been revised and updated to incorporate new statistics, and photographs of the Edward Alleyn Building and Michael Croft Theatre. The School prospectus with an envisaged five-year shelf-life remains fresh and relevant.

Alumni news has expanded, and the very well received termly ebulletin continues to supplement *The Edward Alleyn Club Magazine* which is available both in hard copy and in electronic form via the EAC website.

Three termly editions of the School newsletter have been published, each one celebrating the diversity of co-curricular and curricular activities, participation and successes and featuring School trips and an increasing number of pupil contributions.

'Good news' stories have focused on the success of pupils in the Bank of England and The Times Interest Rate Challenge, and the Edward Alleyn Building winning a RIBA Award. An article on the Importance of Drama at Alleyn's was published in First XI magazine distributed to schools and parents across London. Individual pupil success stories include teams reaching National Finals (water-polo, hockey, fives), one pupil being awarded the HMC Bulkeley-Evans Scholarship, and another's appearance in a national music venue.

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 from educational supplements to *Metro*. 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. This year's admissions cycle saw a record number of bursary applications *and applications for fee-paying places, at all levels*.

We are also part of the consortium of London independent day schools promoting fees assistance through a month-long, joint publicity campaign which included advertisements in the national and London press, and panels on the London Underground.

### 5.2 Community and partnership links (SPC)

#### On-going aims

#### Facilities for the Community Scheme

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.

- Overall Alleyn's provided 3200 hours of use through the Facilities for the Community Scheme over the course of 2009-10, an average of 62 hours per week across the site.
- The Scheme currently supports 50 sporting and non-sporting groups/activities that take place on a weekly or seasonal basis. This totals around 4000 people, most of whom are of school age.

The external use of the School's estate has continued without causing disruption in any way to School life.

- A programme of all of the holiday activities is displayed on the Staff Common Room notice board to ensure that colleagues are aware of what is happening.
- The staff representative on the Facilities for the Community Committee regularly attends meetings and reports back to the Common Room at their meetings.
- The National Youth Theatre have used the site for over 265 hours for both 'call backs' and rehearsals.

Alleyn's has continued to share its facilities with state schools, maintaining and extending links with existing users and forming new links.

Examples include;

- The Assistant Head (Co-curricular) spoke about the Facilities for the Community Scheme when Alleyn's hosted the Primary School Heads' Feeder lunch, this has led to a few enquiries and some extended and new links.
- Extended links with Heber Primary School including Alleyn's hosting an Educational Day for the whole School centred on 'Healthy living, exercise, diet and nutrition'.
- A new link with Horniman Primary School who hosted their Sports Day at Alleyn's this summer.
- The Dulwich Hamlet Year 6 Play took place in the Michael Croft Theatre.
- A new link with 'Down's South London' (the chosen Charity supported by our Junior School) and we now provide them space to meet for things such as their AGM and Committee meetings.
- A new link with Lewisham College Dance Students who used our facilities for 6 months to prepare for their 2010 show 'Resolution' at the Robin Howard Theatre.
- A new link with Surrey Cricket Association for their U10 team.

The Programme has maintained strong partnerships with various bodies within and through Southwark Council.

- Recently we have supported the training of the Southwark Swimming team, with use of the pool for training sessions for the London Youth Games.

#### **Southwark Community Education Council (SCEC)**

The Saturday Maths Scheme, through the (SCEC), has continued to offer opportunity to gifted students from local state school.

- Over 30 Year 6 students attended from around 10 different schools.
- This year 34 Alleyn's students from Years 11 and 12 have acted as Mentors attending on alternate weeks.
- SCEC arranged an inspection and the Alleyn's aspect of the organisation was reported on extremely positively.

#### **Southwark Schools Learning Partnership**

Alleyn's has organised two Philosophy workshops and a Sports afternoon for all other schools in the consortium, and our Chaplain has established a specific Chaplaincy link with two of the state schools. Alleyn's students have also participated in a Media day organised by JAGS.

### Short-term goals

The Edward Alleyn Building (EAB) and Michael Croft Theatre (MCT) have steadily increased use as a facility both for Alleyn's and the wider community. The way this is managed is evolving and improving through close liaison with the School (Deputy Heads and Assistant Head [Co-curricular]) and the Events Manager and the Director of Development and Finance.

Alleyn's use of the EAB/MCT includes:

- 4 Senior School Drama Productions and 1 Junior School Drama production have taken place in the MCT
- Several Junior School and Senior School concerts have taken place in the MCT
- Alleyn's International Concert Series (linked with the wider community)
- The first Annual Chaplaincy Lecture was held in the MCT (linked with the wider community)
- Many School assemblies and talks/presentations have taken place in the MCT and the lecture theatre
- A House charity event (Brading's) was held in the MCT
- External Examinations for Alleyn's Students
- Most School meetings

Wider community use of the EAB/MCT includes:

- The Burbage Players
- Alleyn's Association Heart Start course
- Dulwich Youth Orchestra
- Dulwich Ballet School
- Inspector Sands Production
- SP8 of the Art Charity Performance
- NYT rehearsals and auditions
- South London Dance Studios Production
- English National Ballet (photo shoot)
- Duke of Edinburgh Awards Scheme Head Office meeting
- DMC health care meetings

The structure of the Facilities for the Community Scheme is slowly evolving in the light of the appointment of the Director of Development and Finance. While the scheme is an important part of the School's outreach to community groups we will ensure that we do not subsidise external groups to the detriment of our own facilities where external groups are capable of making a financial contribution to the upkeep and cleaning of these facilities.

- Some existing FCC users are now contributing financially to the School for the use of these facilities. This is evolving slowly and by negotiation at this early stage.
- New users who have the funds are being charged a rate, depending on the nature of the activity and the user group. There is an evolving sliding scale of charges.
- There are still new groups coming to Alleyn's who do, and will continue to use our facilities for free.

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

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 Head of Alumni Relations. It continues to be a very popular and highly effective display area, widely read and enjoyed by all sections of the Alleyn's community. A file of press cuttings about alumni is also on display in the Reception area.

There have again been very successful reunions at the School and at the Clubhouse during the year. The President of the Edward Alleyn Club addressed a Year 13 assembly.

There have been three very well received e-bulletins, each giving details of many stories of former pupils and information on the School and Club. Feedback has been most complimentary and encouraging and it is clearly a popular means of communication with alumni.

The popular EAC website continues to be clearly linked to the School website.

In summary, all the on-going aims for 2009-10 have been fully met.

There is an Alumni and Development Office in Townley Lodge at the front of School managed by the Head of Alumni Relations and the Director of Development and Finance [Deputy Bursar]. A part-time Development Office Assistant was appointed this year to help with the implementation and management of a new dedicated alumni software package that has been installed and the EAC website. The implementation of the new database package has now been completed and the EAC website is being updated.

The integration project, aimed at bringing the School and Club even closer together, was completed during the year. This included the School taking over the lease on the Burbage Road Clubhouse and Grounds and responsibility for its upkeep. Safeguards are in place to protect the future of the Club and its use of the facilities.

A Midlands reunion of the Edward Alleyn Club met in Stratford and was a huge success. It has inspired looking at other regional reunions in the future.

In summary, all the short-term goals have been fully met.

The production of an overall Alumni Relations Strategic Plan is still to be developed. Similarly the setting up of alumni groups overseas and a world-wide network of former pupils are ideas to progress in the future.

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## 5.4 Fund raising (CD)

The new post of Director of Development and Finance [Deputy Bursar] was appointed in Lent term 2009. This post carries responsibility for setting up and overseeing the 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 'needs blind, open access' for all at 11+ irrespective of financial means.

Significant donations have been made throughout the year to the School's bursary funds.

An overall strategy for fundraising is still being considered by the Governors. This includes setting up a Company to deal with commercial lettings and looking at structures for managing bursary fundraising. This will be progressed further by the new Headmaster from September 2010 and details announced in due course.

An Alumni and Development Office has been set up in Townley Lodge at the front of School.

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Dr Colin Diggory  
Headmaster  
August 2010