



Alleyn's School

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

School Development Plan (Senior School) 2010 - 11

[First produced September 2006]

[Reviewed and updated August 2007, August 2008, August 2009, August 2010]

Please note

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

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

The booklet 'An Audit of Progress & Achievement for 2009-10' is available on the School's website. The audit of the previous academic year 2008-09 is available from the Headmaster's office.

Alleyn's Vision

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

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Introduction

Previous development plans and inspections

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

Alleyn's Senior School was most recently inspected by Independent Schools Inspectorate in January 2008 (previously inspected in September 1995 and February 2002). The main findings of this inspection are given in Section 1.8 of this School Development Plan, together with the follow-up action.

This development plan and 3 kinds of aims/goals

This School Development Plan (SDP) is written as a working document and was first produced in September 2006. The plan is in 5 sections and outlines the key objectives in each of the main areas of school life. It is not written for a fixed period of time (as in the traditional model of 5-year development plans), but is intended to be revised and updated annually showing progress and subsequent on-going plans. A separate booklet giving details of an Audit of Progress and Achievements on the SDP for 2009-10 has been produced and is available for everyone to read on the School website.

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

- **On-going aims** - which are assessed annually and, if appropriate, are revised and updated.
- **Short-term goals (the next 2 years)** - the intention is to achieve these by September 2012.
- **Medium/long-term goals (the next 3 to 5 years)** - aiming to achieve these by about 2013 – 2015.

Role of SMT – collective and individual responsibility

The Senior Management Team (SMT) has collective responsibility for implementing and monitoring the SDP. Each sub-section is the specific responsibility of a member of the SMT (indicated by their initials in brackets), though several colleagues may be involved in its development and implementation.

Use of consultation to monitor and update the SDP

It is expected that, for each sub-section, the colleague responsible will ensure that appropriate and regular consultation is used throughout the academic year to monitor, implement and update each aim or goal and to develop new aims/goals. Each sub-section will be updated/re-written each year when the SDP is updated.

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

Summary of Contents September 2010-11

Section 1: General – strategic management

Section 2: Learning and Teaching

Section 3: People (pupils, staff, parents)

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

Section 5: External relations

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

Alleyn's Vision – a summary:

1. Co-educational, academic excellence
2. Educational continuity from 4 – 18; a tolerant community and a wide curriculum
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	GJS	B	A				
1.2	SES/DCM/AWS	A	C	A			
1.3	GJS	A	B		A	B	A
1.4	GJS	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	GJS	A	A	A	A	A	A
1.9	MOD	A	A	C	B	B	A
2.1	AJM	A	A				A
2.2	AJM	A					A
2.3	AJM	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	B
3.4	DCM	B	B				A
3.5	GJS	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	GJS	B	B				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	GJS			B		A	
5.4	GJS	B		A		B	
5.5	SRB			B		C	

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 (GJS)

Alleyn's consists of two co-educational Schools on the same site: Alleyn's Senior School for ages 11-18 (Years 7-13) and Alleyn's Junior School for ages 4-11 (Reception and Years 1-6).

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

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

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

- ❖ Alleyn's Junior School 220 pupils (231)
- ❖ Alleyn's Senior School 930 pupils (994), consisting of:
 - ❑ Lower School 250 pupils (263)
 - ❑ Middle School 410 pupils (428)
 - ❑ Upper School 270 pupils (303)

Ages of entry into the Senior School are 11+, 13+ and 16+.

On-going aims

- (a) To maintain this overall structure;
- (b) Given the recent increases in the size of each section, to re-assess the ideal size of the School;
- (c) To maintain the identity of each section in the Senior School;
- (d) To monitor and at least maintain the entry of external candidates at 11+, 13+ and 16+ in terms of numbers applying, academic ability of candidates and diversity of backgrounds;
- (e) To monitor the ratio of boys and girls in each section;
- (f) To monitor key performance indicators on admissions and School size (reported annually to the Admissions Panels, Senior Management Team and Governors (through the Governors' Finance & General Purposes Committee and the Governors' Strategy Committee).

Medium/long-term goal

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

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

Admissions at 11+ (SES)

The policy document for 11+ admissions has been available for all on the School's website since it was written in 2003. This document has been revised and updated again this year, after the annual policies review initiated in 2009. Admission to the School is based on performance in our entrance examination, subsequent interview and report from the current Head Teacher. Scholarships, bursaries and exhibitions are available. Alleyn's Junior School pupils are assured of a place in the Senior School.

On-going aims

- (a) Continue to maintain good links with feeder schools and maintain the programme of invitations to feeder-school heads;
- (b) To continue to promote Alleyn's commitment to open access to all pupils, irrespective of financial means;

- (c) To promote at all times the School's commitment to holistic education by emphasising the importance it attaches to the co-curricular;
- (d) To maintain on-going reviews of the admissions information made available to prospective parents to ensure that those from all cultures and backgrounds understand the entry procedure;
- (e) To conduct annual reviews of the format and content of the entrance examinations (especially in view of last year's new reasoning papers) and interview procedures in order to ensure that the ability and potential of all applicants is allowed to shine;
- (f) To keep monitoring the quality of intake to ensure that we always continue to attract the most able pupils.

Short-term goals

- (a) To continue to review and, if necessary, update the policy annually at the end of each admissions' year;
- (b) Continue with our successful biennial cycle of inviting 11+ feeder school Heads to visit Alleyn's and continue to nurture good relationships with feeder schools by welcoming individual visits and being responsive to their approaches;
- (c) Continue to consider how drama and the Michael Croft Theatre can be used to attract potential applicants.

Medium-term goal

- (a) To increase the number of bursaries available at 11+ to allow access to the School from an increasingly wide variety of backgrounds.

Admissions at 13+ (DCM)

There are usually 15-20 places available for 13+ entry. Pupils come mainly from preparatory schools, which go up to Year 8, although there are some applications from students who have started in a senior school. Admission is based on performance in our entrance examination, subsequent interview and a report from the current Head Teacher.

On-going aims

- (a) To continue to recruit from a wide range of preparatory schools while maintaining high academic standards;
- (b) To continue to achieve a good ratio of applicants to places and girls to boys;
- (c) To continue to monitor new pupils' experiences in Year 9 and ensure effective communication between staff and new parents/pupils.

Short-term goals

- (a) Head of Middle School to pilot the 13+ Admissions Day on a separate date from the 11+ Admissions Day to assess whether we can continue to improve the experience for applicants and their parents;
- (b) To invite head teachers from feeder preparatory schools to the biennial lunch, to meet the new Headmaster and to tour the School.

Admission at 16+ (AWS)

Admission to the School for 16+ admissions is based on our entrance procedure, which involves subject-based academic tests (in subjects nominated by applicants), a critical thinking exercise, subsequent interviews and requested report from the current school. Scholarships, bursaries and exhibitions are available.

On-going aims

- (a) To continue to promote Alleyn's' commitment to open access to all pupils, irrespective of financial means;
- (b) To broaden the academic, social and talent base of the School by careful selection of candidates through the entrance procedure;
- (c) To review each year the entrance procedure involving the 16+ Registrar, the Upper School Management Team and referring to the appropriate personnel in the academic departments;
- (d) To make best use of the scholarships and bursaries available to increase the quality of academic and personal skills in the Upper School, and to enable the widest access for candidates of lesser means.

Short-term goals

- (a) To ensure that prospective candidates have the highest quality experience of Alleyn's at Open Days and during the whole of the entrance procedure, including contact with the School while decisions are being made by the candidates;
- (b) To monitor – through the Upper School Management Team and the Admissions Panel – the effective running of the entrance procedure.

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

The Headmaster chairs the **Senior Management Team (SMT)**, which shares the collective responsibility for all aspects of School leadership and management. The structure of the SMT is designed to allow for flexibility in assigning strategic and day-to-day responsibilities. The leadership and management role of an Assistant Head may include a specific post such as Head of Middle School or Director of Studies, but allows for a whole School strategic responsibility, 'assisting' the Headmaster in the wider leadership and management of the School. Each SMT member is directly accountable to the Headmaster for his/her specific responsibilities (details available on the website).

The SMT consists of:

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

Heads of Department (HoDs) are,

- (a) Accountable to the Headmaster, through the Senior Deputy Head as their line manager, for the implementation and delivery of their subject's curriculum and schemes of work, in line with overall School policy, and for their associated examination results. They submit an annual report to the Headmaster on all aspects of their department and discuss it in detail with the Senior Deputy Head and the Assistant Head [Director of Studies] during the Advent term. In addition they meet with the Deputy Head [Pastoral/Personnel] to discuss any staffing issues. They also work closely with the Bursar, Senior Deputy Head, Head of Finance and Estates Bursar in implementing the approved bursarial aspects of their reports, especially concerning equipment, facilities, refurbishments and redecoration;
- (b) Responsible for the management of colleagues in their department, which includes taking an active interest in their career development in addition to monitoring their performance and giving appropriate support;

- (c) In the key position of delivering the School's academic success, which also means that they play an important part in promoting and maintaining good discipline and effective pastoral care;
- (d) Key to the School's academic success and work closely with *several* senior colleagues on aspects summarised below:
 - Senior Deputy Head *staff issues, learning and teaching, departmental resources, performance management*
 - Deputy Head [Pastoral/Personnel] *professional development of staff and NQTs, professional review*
 - Director of Studies *curricular issues, the timetable and staffing levels*
 - Bursar *budgets, premises, departmental resources, administrative support*

Housemasters are,

- (a) Accountable to the Headmaster, through the Deputy Head [Pastoral & Personnel] as their line manager, in their responsibility for overseeing the welfare and general progress of all members of the House;
- (b) Responsible for assisting the relevant Assistant Head in investigating disciplinary issues;
- (c) Responsible for ensuring the continuity of each pupil's individual development, in conjunction with the appropriate Assistant Head, Form Tutor and House Tutor. [In the Middle School there is continuity of forms in Years 9,10,11 (with each form consisting of pupils in one House) and Housemasters are Year 9 Form Tutors so they work closely with the other two Middle School Tutors (Years 10 and 11) for continuity in the Middle School].

Chaplain

The Founder's Prayer that Alleyn's should be a place of 'godliness and good learning' is at the centre of Alleyn's values. The School values and respects all faiths and interprets 'godliness' as 'high moral standards within a religious framework'. In recognising the importance of the spiritual dimension of human life, Alleyn's is supported by a School Chaplain and a Foundation Chaplain, both of whom are ordained ministers in the Church of England.

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

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

On-going aims

- (a) To continue to develop further and strengthen the roles of the Bursar and Senior Deputy Head in relation to responding to HoDs' annual departmental reports, with specific regard to managing budget requests and implementing approved resource requests; and in collaboration with the Head of Finance and Estates Bursar to monitor progress in these areas;
- (b) To keep under review the opportunities for any new positions of leadership, such as Seconds in Department.

Short-term goals

- (a) To develop more widely the concept of a 'community of leaders' as expressed in the School's Vision (Point 4) which seeks to create a 'learning community' for all with all staff seen as, and acting as, leaders at all levels. Building on the success of last year's Continuing Professional Development (CPD) sessions for new Form Tutors on leadership in pastoral care by running further professional development sessions on leadership in other areas of school life such as co-curricular activities, sports, societies, et cetera or courses for more experienced Tutors;
 - (b) Consider appropriate CPD sessions on aspects of leadership which are applicable to all staff, teaching and support.
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1.4 School Committees and Working Groups (GJS)

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

Standing Committees

- Academic Policy Committee (APC)
- Admissions Panel 11+
- Admissions Panel 13+
- Admissions Panel 16+
- Calendar Committee
- Capital Projects Group (CPG)
- Co-curricular Committee
- Common Room Salaries Committee (CRSC)
- Estates & Premises Committee (EPC)
- Facilities for the Community Committee (FCC)
- Heads of Department Meetings (HoDs)
- Heads of Department Committee (HoDC)
- Health & Safety Committee (HSC)
- Housemasters
- Information & Communication Technology Committee (ICTC)
- ITAC (IT Across the Curriculum)
- Professional Development Committee (PDC)
- School Council
- Selections Committees (11+, 13+, 16+)
- Senior Management Team (SMT)

Chairman

Mrs A McAuliffe (Director of Studies)
 Mr S E Smith (Headmaster of Lower School)
 Mr D C Morton (Head of Middle School)
 Mr A W Skinnard (Head of Upper School)
 Miss S P Chandler (Head of Co-curricular)
 Mr S R Born (Bursar)
 Miss S P Chandler (Head of Co-curricular)
 Miss S A Lane (Deputy Head of Sixth)
 Mr S R Born (Bursar)
 Miss S P Chandler (Head of Co-curricular)
 Dr G J Savage (Headmaster)
 Mr A R Faccinello (Senior Deputy Head)
 Mr S R Born (Bursar)
 Dr G J Savage (Headmaster)
 Mr A R Faccinello (Senior Deputy Head)
 Mr M F Grogan (Deputy Director of ICT)
 Mr J G Lilly (Deputy Head [Pastoral/Personnel])
 Pupil (2010-11 Phoebe Prail)
 Dr G J Savage (Headmaster)
 Dr G J Savage (Headmaster)

Working Groups

- Marketing & PR Steering Group (M&PR)

Chairman

Mr A R Faccinello (Senior Deputy Head)

On-going aim

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

Short-term goals

- (a) To implement the findings of the Minority Ethnic and Faith Groups Working Group which reported in Trinity term 2010;
- (b) To monitor and support the new Heads of Department Committee;
- (c) To agree new terms of reference for and the title of the Common Room Salaries Committee, with specific regard to its title to reflect more accurately the wider range of personnel issues it covers;

- (d) To consider and re-evaluate the role of the Marketing & PR Steering Group and to assess its terms of reference and the longer term strategy for marketing and PR.
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1.5 School Policies (ARF)

School Policies assist the smooth running of daily life at Alleyn's and ensure compliance in all School activities with regulatory requirements.

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

On-going aims

In order to achieve this, School Policies will:

- (a) Be reviewed and updated as required;
 - (b) Allow staff, pupils and parents to understand the daily running of the School and guide staff towards consistent and equitable approaches in their working life and their dealing with pupils and parents. These policies will be maintained clearly and consistently across the School, taking account of the most up-to-date version, and be disseminated using the School Intranet, 'Teacher Pool', the website where relevant, and through direct communication with parents, pupils and staff;
 - (c) Address the full spectrum of School life covering issues of learning and teaching, relationships between staff, pupils and parents, disciplinary procedures and the range of sanctions available, as well as practical procedures for Admissions, for carrying out essential Health and Safety, Risk Assessment, Child Protection and Safer Recruitment checks, and for Complaints;
 - (d) Be informed by official policy guidelines from national bodies and conform to mandatory requirements;
 - (e) Be made freely available, in most circumstances, on the website and/or in hard copy to all sections of the School community unless they are abbreviated for purposes of clarity and for confidentiality in particularly sensitive areas;
 - (f) Be reviewed along with procedures and guidelines, and the list of policies will be updated as required by legislative and ISC guidance, identifying any gaps between current policies and the legal requirement;
 - (g) Involve specific external consultancy in the development of particular policy documents which require specialist professional knowledge in aspects of health and safety, child protection, safer recruitment et cetera;
 - (h) Ensure the co-ordination of policy documents under delegated responsibilities within the Management Team and develop policies which reflect changing legislative, social and environmental concerns;
 - (i) Use available CPD to publicise revisions to policies and to assist in the process of policy development across the School, ensuring appropriate consultation over policy development with the School community, particularly HoDs, Housemasters, staff and pupils.
-

1.6 Communication & Publications (ARF)

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

On-going aims

In order to achieve this, Communication & Publications will:

- (a) Provide suitable, managed content and enhance understanding of significant areas relating to School life;
- (b) Allow those involved to feel empowered by understanding fully their role in the School;
- (c) Reflect the varied interests and activities of pupils, staff and parents in the School, as well as celebrating individual and collective achievements within the School community;
- (d) Present a range of publications produced by the School;
- (e) Provide internal publications that primarily refer to the daily working and running of the School and assist in the smooth operation of Alleyn's;
- (f) Provide external communications that support this purpose and that celebrate successes, and link to Section 5.1;
- (g) See publications, which traditionally have been printed material, diversify into alternative technologies in order to reflect the needs of the community;
- (h) Include a termly School newsletter incorporating items reflecting the diverse activities and full life of the School: houses, charities, trips, departments, sport, music, drama, et cetera;
- (i) Support the publication of *The Edward Alleyn Club Magazine* and the EAC *ebulletin*;
- (j) Support the development of student-centred publications at Alleyn's as an outlet for creative talent.

Short-term goals

- (a) To promote further use of electronic communications with parents through email and website postings;
- (b) To continue to develop effective communication methods addressing issues arising from the School 'swine-flu' closure, and other unforeseeable events such as 'volcanic ash-cloud' travel disruption;
- (c) To continue to develop the recognisable 'house style' across all our communication formats with parents and others;
- (d) To introduce a texting and email service between School and parents.

1.7 Self-evaluation in the Lower, Middle and Upper Schools (SES) (DCM) (AWS)**Lower School (Years 7, 8) (SES)**

The Lower School is the first entry point into the Senior School for the majority of pupils coming into Alleyn's. It is therefore the key section of the School for setting the tone for the coming years by introducing pupils to good work habits and a broad co-curricular programme.

The full potential of the pupils will only be realised by creating a happy and secure environment in the first two years of their secondary school and by stimulating them with new challenges, both in and out of the classroom.

The Lower School years are also a preparation for the more rigorous demands of Middle School life, so careful monitoring of academic progress and gradual integration into the wider life of the Senior School is paramount.

On-going aims

- (a) To maintain regular informal and formal contact with Tutors to ensure that pupils maintain good work habits and good standards of discipline in and out of the classroom;
- (b) To also ensure that we continue to use our regular Monday 'business' assembly to make clear statements to all pupils concerning behaviour and discipline around the School;
- (c) To ensure that the Head and Deputy Head of the Lower School meet regularly to discuss issues and review practice;

- (d) To maintain the exciting breadth of the co-curricular activities and continue to encourage initiatives in them from the pupils themselves;
- (e) To increase the involvement and awareness of Lower School pupils in whole School issues and in the wider community by continuing to promote School charity initiatives and by weekly contact with members of the Sixth Form;
- (f) To ensure that we continue our stimulating and varied assembly programme (including assemblies given by pupils or whole classes);
- (g) To continue to ensure that the Lower School is an inspiring environment with regularly changing displays and presentations;
- (h) To continue to ensure that the Lower School building remains well equipped with the ICT improvements necessary for all departments to deliver the curriculum.

Short-term goals

- (a) In response to the feedback at the Staff Meeting, we are going to continue with the successful Team Building Session for the new Year 7s on the first day of term to augment our induction programme as part of our continual review of their induction programme;
- (b) To hold discussions with the new Director Of Studies and the Learning Support Co-ordinator about how best to use academic/exam data for tracking and motivating pupil progress from Year 7 to 8 and how to improve Tutors' understanding of its potential;
- (c) To mentor and monitor new Lower School Tutors in order to provide them with as much support and guidance as possible;
- (d) To provide further training for the Lower School Form Prefects and to continue to encourage greater involvement from them;
- (f) In response to the feedback from the Staff Meeting, to explore further the value of a Year 8 'buddy' system for the new pupils;
- (g) To ensure that in assemblies we continue to prepare our students to understand minority ethnic and faith groups as explored in the recently appointed faith/minorities working group;
- (h) To further refurbish the current Reading Room to provide an environment conducive to effective study with suitable storage.

Medium-term goals

- (a) To consider providing the Lower School with two extra classrooms, as part of the long term building development plan, thereby housing all Lower School forms in one area;
- (b) To continue to review the reinstatement of the PSHE period in Year 8.

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

When pupils enter the Middle School they join one of eight House groups. These Houses continue until Year 13 and, for the duration of the Middle School, also make up the Tutor groups. Housemasters are Tutors in Year 9 and then a new Form Tutor takes over for Years 10 and 11.

On-going aims

Curricular

- (a) To continue to maintain high academic standards and support for all pupils;
- (b) To continue to encourage careful analysis of assessment indicators by Tutors and Housemasters, in close liaison with the Director of Studies.

Pastoral

- (a) To continue to encourage constructive communication between year groups.

Co-curricular

- (a) To continue to support all pupils so that every member of the Middle School has an opportunity to participate in co-curricular activities and so that achievements are celebrated in assemblies.

Short-term goals

- (a) To assess the impact of the introduction of GCSE modular exams on the structure of Year 10 and ensure well balanced academic and co-curricular provision for all pupils;
 - (b) To continue to review and improve Study Skills in the Middle School;
 - (c) To explore opportunities for an inspirational and thought-provoking speaker each term for Years 9 and 10, to support the PSHE programme;
 - (d) To produce a clearer, termly structure for Middle School assemblies, including regular opportunities for pupil participation.
-

Upper School (Years 12, 13) (AWS)

The overriding aim of the Upper School is for students to thrive personally through the choices they have made in their academic and co-curricular lives. The role of the Head of Section, the Upper School Management Team, the Tutors and the Housemasters is to support each student's individual needs within the framework of a thriving and challenging community. Students should take the opportunity to be leaders in the School both in the way they learn, and take responsibility for that learning, and the way they provide an example to younger students.

Pastoral Care

Students are placed in forms of about 12 students under the care of a Tutor. Each form is comprised of students from two Houses. The Housemaster continues to have a major role in the pastoral care of all members of the Upper School, and the Head of the Upper School attends the weekly Housemasters' meeting.

On-going aims

- (a) To maintain high quality interest in each student through effective communication between home, departments, Tutor, Housemasters and the Upper School Management Team;
- (b) To maintain the effective and efficient Tutor meetings throughout the year supporting the Tutor's work and experience.

Short-term goals

- (a) To offer Tutors the chance to reflect on the role of tutoring in the Upper School with a new Tutors' Guidebook, and fresh opportunities to address tutoring in the staff Continuing Professional Development programme;
- (b) To further develop the roles within the Upper School Management Team;
- (c) To investigate opportunities for leadership roles for Sixth Formers, including the prefect system and co-curricular opportunities;
- (d) To review the method of sharing pastoral information in the transfer of students from the Middle School to the Upper School.

Academic Achievement

The Upper School at Alleyn's performs extremely well academically in comparison to schools of its type across the UK. While academic work is at the heart of a student's life in the Upper School, Alleyn's does not place an undue emphasis on attainment measurable simply by examination results.

On-going aims

- (a) To continue to support ways of enabling Sixth Formers to become independent learners;
- (b) To offer individual choice of subjects and as much flexibility as possible in the timetable;
- (c) To continue to use the Enrichment programme to offer a unique Sixth Form experience of courses without examination preparation.

Short-term goals

- (a) To utilise the electronic reporting system to help support the monitoring of academic achievement by each student;

- (b) To work with the new Assistant Head [Director of Studies] in using data information for the setting of Sixth Form targets and the tracking of students.

Personal and Co-curricular Opportunities

A major emphasis at Alleyn's is on the opportunities for all pupils to develop themselves in light of interests they have and new interests they might develop. In the Upper School all students help lead the School on a daily basis through the prefect duty system and through other organisational opportunities.

On-going aim

- (a) To maintain a co-ordinated approach to the tracking of student development and co-curricular involvement between Tutor, Housemaster, The Upper School Management Team, relevant staff and the Assistant Head [Co-curricular].

Short-term goals

- (a) To review the opportunities for all Sixth Formers to play a leading role in the wider life of the School community;
- (b) To encourage the Housemasters to continue the tracking of Sixth Form involvement in co-curricular activities using the form developed for this purpose.

University and Careers Guidance

There is a major emphasis on the procedure at Alleyn's for informing students of opportunities beyond School. Alleyn's students have a fine record of successful applications to Higher Education – a huge majority (in the 90's %) – achieve a place at their first or second choice destination, and Alleyn's students have one of the lowest rates of drop-outs from university courses.

On-going aim

- (a) To ensure the students receive consistent support in applying to university whatever the course or destination.

Short-term goals

- (a) To conduct an audit of support offered by departments for the extension of student experience in preparation for university application;
- (b) To continue to look at the IT support for the completion of UCAS applications;
- (c) To continue to offer members of the Upper School Management Team and the University and Careers Centre the opportunities to attend relevant conferences and training.

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

On-going aims

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

- (a) Implementation and constant evaluation of a professional development process for teachers that will encourage them, as reflective practitioners, to engage in regular critical self-reflection;
- (b) To maintain and regularly review the use of Heads of Department annual reports to assess and improve the quality of learning and teaching in response to examination results;
- (c) To monitor and support a rigorous system of performance management with consistency across departments;
- (d) An annual analysis of examination performance prepared by the Director of Studies, assessed by SMT and reported to Governors;
- (e) A regular, at least annual, reappraisal of this School Development Plan, evaluating and updating all the various aims and goals;
- (f) On-going assessment, by appropriate colleagues, of *all* recommendations in the previous School inspection report;
- (g) To support the wider use of value-added in tracking pupils' performance.

Short-term goals

- (a) To research the use of benchmarking in monitoring whole School academic performance;
- (b) To consider the wider use of value-added in monitoring departmental results and School performance;
- (c) To consider the wider use of value-added in monitoring whole School performance.

2008 School Inspection – The Inspectors’ Main Recommendations – the 4 ‘Next Steps’ (i.e. 4 Main Recommendations)

All the ‘Next Steps’ key recommendations of the previous inspection (January 2008), listed below, have been acted on and implemented. Full details are given in the Audit of Progress & Achievement on the SDP for 2009-10.

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.’

Action: Next Step 1 is now in place (details given in the Audit for 2009-10).

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: Next Step 2 is now in place (details given in the Audit for 2009-10).

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: Next Step 3 is now in place (details given in the Audit for 2009-10).

2008 Inspection: Next Step 4

‘Create more opportunities for promoting knowledge and understanding of minority ethnic and faith groups.’

Action: Next Step 4 is now in place (details given in the Audit for 2009-10).

1.9 Links with the Junior School (MOD)**On-going aims**

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

- (a) To continue to create clear agendas for regular meetings of teachers to discuss common aims and objectives for both Schools;
- (b) To continue to co-ordinate jointly whole-School site development;
- (c) To continue to examine Junior School transition to the Senior School through systematic tracking of academic and co-curricular contribution of pupils through the School;

- (d) To continue to review the content of and the requisite skills taught in the Junior School in core English and Mathematics;
- (e) To continue to develop and maintain a strong ethos of working well together to raise overall standards of pupil and staff performance.

Short-term goals

For the Heads of the Junior and Lower Schools and the Directors of Studies of both Schools to maintain regular termly meetings about Junior School pupil progress through the Senior School in regard to:

- (a) Academic achievement;
- (b) Co-curricular contribution.

Academic achievement

- (a) To continue to analyse transfer data of ex-Junior School pupils. To review internal assessment procedures so that the results of testing of Junior School pupils is electronically compatible with the arrangements in the Senior School;
- (b) To review the use of PIPs (Performance Indicators for Primary Schools) from Reception to Year 6 instead of CATs (Cognitive Ability Tests). PIPs is electronically compatible with MidYIS and YELLIS, as used in the Senior School;
- (c) To review the use of PIPs as a possible replacement for National Curriculum testing should skills-based government testing cease.

Co-curricular contribution

- (a) For the Senior and Junior Schools to continue to work closely to investigate tracking the co-curricular involvement of all pupils and students through use of an appropriate electronic data base.

Medium-term goals

Shared resources

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

Co-curricular contribution

- (a) To work closely with the Senior School to review how information about pupil and student participation in co-curricular activities is reported.
-

Section 2: Learning and Teaching

2.1 Curriculum (AJM)

The Academic Policy Committee (APC), which considers short-term curriculum developments that arise, takes the lead in reviewing curriculum issues across all key stages and making recommendations. It also considers specific curriculum issues that are referred to it during the period of the development plan, including changes in public examination specifications.

Whole School

On-going aim

- (a) To continue to develop personalising learning by considering ways in which the learning experience of pupils is, and can be made more, individual and challenging. This should include the sharing of good practice across departments.

Short-term goals

- (a) **Stretch and Challenge Policy**
To incorporate best practice within the School policy to stretch and challenge all pupils, including the Gifted and Talented, working closely with the Learning Support Co-ordinator.
- (b) **Specific Learning Differences Policy**
To work with SMT and the Learning Support Co-ordinator to review and update the SLD Policy. This should include consideration of the best ways to detect specific learning differences and a review of Year 7 screening.
- (c) **Whole School Curriculum Review**
To work with the new Headmaster, SMT and APC to undertake a whole-School curriculum review.

Sectional Focus

On-going aim

- (a) **To continue to review the available curriculum options for the Upper School**
Continue to monitor the development of the Cambridge Pre-U and IB as possible alternatives to A levels. Look into the extended-project qualification to consider whether it would offer appropriate challenge for our students.

Short-term goals

- (a) **Enrichment and General Studies**
Monitor improvements in the Enrichment Programme, and ensure that students have support for and an opportunity to take the General Studies and Critical Thinking AS examinations if they wish.
 - (b) **To review the Key Stage 3 Curriculum**
Following the review of language provision in Years 8 and 9, further work on the review of the Key Stage 3 curriculum will be undertaken by the Academic Policy Committee.
-

2.2 Assessment and Reporting (AJM)

Short-term goals

- (a) **Assessment Review**
To review current assessment practices with a view to sharing good practice and drawing up a whole-School assessment policy.

(b) Computerised reporting

To move to full electronic reporting, with further training if needed.

Medium-term goal**(a) Homework policy and provision**

Review the School's overall approach to homework. To review the allocation and nature of homework in the light of curriculum changes.

2.3 Academic monitoring/tracking and value added (AJM)**On-going aim****(a) Value added measures with students**

To continue to develop the use of value added measures with pupils. To review the use of MidYIS in the Lower School. To encourage greater use of ALIS with students in the Upper School.

Short-term goals

- (a) To continue to share best practice across all key stages, both at Alleyn's and from comparable schools;
- (b) To make Yellis and ALIS-based targets accessible for all staff through the CMIS assessment module.

Medium-term goals**(a) Monitoring overall academic School performance**

To continue to monitor the results of pupils and cohorts, in particular by cohort and by sub-groups. To develop the use of value added data against MidYIS, Yellis and ALIS as a Key Performance Indicator at whole-School level.

2.4 ICT for learning and teaching (ARF)

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

On-going aims

- (a) To develop and encourage the use of ICT in maintaining effective learning and teaching;
- (b) To expand access to learning through alternative methodologies and materials;
- (c) To provide systems to allow pupils and teachers to present their materials in an increasingly confident and efficient way;
- (d) To help pupils become familiar with electronic assessment systems and support them in their preparation for examination.

Short-term goals

- (a) In conjunction with the PSHE Department to review and develop the PSHE programme for guiding and training pupils to become safe and responsible users of the Internet and other electronic systems;
- (b) To monitor the working of the Information Technology Across the Curriculum Committee (ITAC) and its focus on sharing good practice along with learning and teaching;
- (c) To develop staff training, co-ordinated within and across departments, 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;
- (d) To review the range of ICT rooms available to classes of all sizes and year groups.
- (e) To extend electronic report writing to all year groups;

- (f) To review current ICT provision.

Medium/long-term goal

- (a) To provide support for increased use of electronic assessments for both internal/external examinations and as a diagnostic tool within departments for pupil learning.
-

2.5 Co-curriculum (SPC)

On-going aims

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

In order to achieve this, the School will:

- (a) Maintain strong support for *all* co-curricular activities as a central aspect of life at Alleyn's;
- (b) Promote and actively encourage the involvement of pupils in a wide range of co-curricular activities in addition to their academic studies;
- (c) Actively encourage staff to take part in co-curricular activities;
- (d) Celebrate the excellence of, and wide participation in, Alleyn's sporting activities, music and drama;
- (e) Promote the profile of Thursday afternoon activities, ensuring parity of esteem;
- (f) Promote a range of societies and awareness of these;
- (g) Encourage senior students to take a leading role in the organisation of clubs and societies;
- (h) Through the co-curricular committee actively review, investigate and advise on particular co-curricular issues;
- (i) Continue to review and evaluate the Trips-and-Visits paperwork.

Short-term goals

- (a) Investigate further formalising of the monitoring, recording and acknowledgement of pupils' individual involvement in co-curricular activities;
- (b) To investigate how best to report on the co-curriculum including any particular achievements outside School.

Medium-term goals

- (a) In conjunction with the Heads of Section consider a programme of visiting expert speakers/performers to inspire, promote and celebrate co-curricular activities;
 - (b) Review the Trips-and-Visits programme and consider a more co-ordinated School-wide approach to the opportunities offered to students.
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Section 3: People (pupils, teaching staff, support staff, parents)

3.1 Pastoral system (JGL)

Alleyn's aims to foster a very close and caring community within a culture of excellent pastoral care. An integrated structure of forms and houses, within sections of the School, provides the framework for looking after each individual. The welfare of pupils is paramount and it is seen as the responsibility of all staff to foster such a community.

On-going aims

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

Short-term goals

- (a) To review and develop the programme of professional development for new Tutors;
 - (b) To consider further professional development for existing Tutors;
 - (c) To explore the possibility of developing a link with a school from the developing world, particularly one with a different faith, ethnic or cultural mix from Alleyn's;
 - (d) To develop further the leadership and personal development opportunities for pupils that span different sections of the School.
-

3.2 Counselling and the Chaplaincy (JGL)

As an important part of the pastoral care provided by the School, access to a male or female counsellor is available to all pupils and staff. Pupils may self-refer or can be referred by teachers and/or parents. The School ensures that the arrangements for access to counsellors are published annually and readily available in form rooms and in the calendar, and that the counsellors have appropriate access to a suitable counselling room in the Edward Alleyn Building.

The Founder's Prayer that Alleyn's should be a place of 'godliness and good learning' is at the centre of Alleyn's values. Alleyn's upholds, and seeks to be guided by the values of the Christian tradition affirmed by its Founder. The Chaplain is responsible for the spiritual well-being of the School community and for leading and managing weekly assemblies, termly Chapel Services including Christmas Carol Services and a yearly Commemoration Service which all support the aim to foster in pupils an appreciation and understanding of the spiritual dimension of life.

On-going aims

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

Short-term goals

- (a) To complete the review of the operation of the counselling team, and following consultation with the Heads of Section and SMT, make any appropriate recommendations;

- (b) To prepare for, and organise, a Confirmation in the academic year 2010-11, thus establishing Confirmation as an ongoing opportunity in the life of Alleyn's;
 - (c) To prepare for, and organise, a second Chaplaincy Lecture, thus establishing this as an annual event in the life of Alleyn's;
 - (d) The Chaplain to contribute a session to the Sixth Form Enrichment programme on "How we handle interacting with people with different belief systems";
 - (e) To encourage the sharing of successful assemblies, particularly where they promote knowledge and understanding of minority ethnic and faith groups, and where they are student-led.
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3.3 Personal, Social and Health Education (PSHE) (JGL)

The PSHE Department takes the lead in supporting Tutors and teachers in delivering a programme of PSHE. It recognises that this is delivered through a variety of structures and programmes, including tutorial time, assemblies, academic lessons, co-curricular activities and Field Days.

On-going aims

- (a) To prepare pupils for adulthood;
- (b) To foster in pupils a positive self-image, self-motivation and a confidence in their own ability to make a difference to the community;
- (c) To foster a strong sense of morality, mutual respect, social responsibility and concern for the needs of others, enabling pupils to become informed and active members of the community;
- (d) To support learning, organisation and study skills and to enable pupils to fulfil their potential;
- (e) To establish supportive links with local community groups;
- (f) To ensure that the PSHE programme and resources maintains its relevance in a changing world.

Short-term goals

- (a) To encourage Tutors to establish some individual areas of PSHE expertise, which they could then deliver to other Tutor Groups;
- (b) To develop the electronic facilities for Tutors to share resources and good practice;
- (c) To develop the records for monitoring the delivery of PSHE;
- (d) To review and develop the PSHE programme for guiding and training pupils to become safe and responsible users of the Internet and other electronic systems.

Medium-term goals

- (a) To develop a cyclical programme of PSHE presentations for the Alleyn's Association;
 - (b) To consider how to involve pupils further in contributing to the PSHE programme.
-

3.4 Safeguarding (formerly Child Protection) (DCM)

The Designated Person (formerly known as the Child Protection Officer), Mr David Morton, is responsible for Safeguarding in all sections of the School.

On-going aims

- (a) To continue to maintain awareness amongst all staff of Safeguarding issues, to provide training and update policies as appropriate;
- (b) To meet new staff and provide induction in Safeguarding issues;
- (c) To continue to develop links with Southwark Safeguarding Children Board;
- (d) To continue to develop links with other relevant external agencies.

Short-term goals

- (a) To monitor the implementation of the new Vetting and Barring Scheme;
 - (b) To consult parents with regard to the Safeguarding Policy.
-

3.5 Teaching Staff (GJS)

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

The Headmaster, closely assisted by the Senior Deputy Head, Deputy Head [Pastoral/Personnel] and the Assistant Head [Director of Studies], give particular attention to the following on-going aims:

On-going aims

- (a) To apply rigorously the policies and procedures for safer recruitment as recommended by the Department for Education, with this aspect of all appointments overseen by the Headmaster's Personnel Assistant;
 - (b) To recruit subject specialists;
 - (c) To aim for academic excellence in the staff appointment procedure and subsequent staff support, with particular regard to equal opportunity;
 - (d) To employ the best possible staff as judged by departmental and whole-School needs;
 - (e) To appoint staff who contribute willingly to the wider life of the School in terms of their commitment to the wide co-curricular programme;
 - (f) To ensure that key leaders of major co-curricular activities such as the Thursday afternoon activities (CCF, Duke of Edinburgh's Award Scheme and Volunteering) are full-time members of the teaching staff;
 - (g) To monitor the effectiveness of the School's recruitment, retention and promotion (internal and external) of staff;
 - (h) To encourage appropriate staff to gain relevant experience as examiners;
 - (i) To encourage staff to join appropriate professional academic organisations;
 - (j) To monitor pupil-staffing ratios across the subjects at all levels;
 - (k) To give close attention to care and training for Newly Qualified Teachers (NQTs) and meet the requirements of the Independent Schools Council Teacher Induction Panel (ISCTip);
 - (l) To monitor the effectiveness of the induction programme for *all* teachers new to Alleyn's (not just the NQTs);
 - (m) To monitor the provision of dedicated support staff for departments.
-

3.6 Professional Review Process for teaching staff (JGL)

Professional development is at the heart of Alleyn's vision of providing 'co-educational excellence for all, in a caring, friendly, tolerant community' which includes the aim 'to engage all teaching and support staff in on-going professional development and to be a "learning community" for all'.

On-going aims

The Professional Review Process aims to:

- (a) Ensure that each pupil's learning experience is of the highest quality;
- (b) Enable teachers to maintain the highest quality of teaching;
- (c) Reinforce a very high standard of professionalism, by encouraging teachers to be critically self-reflective, to self-review and self-assess in terms of their teaching and continuing professional development;
- (d) Recognise and value good practice and performance, enhancing a teacher's sense of being valued and appreciated;

- (e) Stimulate and facilitate the sharing of good practice across the School, in academic, pastoral and co-curricular areas;
- (f) Empower teachers to contribute to departmental and School development plans, through advice and support from peers and line-managers in setting personal developmental aims or targets;
- (g) Contribute to the overall co-educational excellence at Alleyn's.

Short-term goals

- (a) Complete the review of the process in the light of the first round, staff feedback and the report of the Heads of Department Working Group relating to performance management;
 - (b) Suggest appropriate changes to the Professional Review process and present these to the SMT, HoDs and the teaching staff;
 - (c) Launch the next phase of the Professional Review Process;
 - (d) Ensure that the relationship between "Professional Review" and "Performance Management" remains complementary, efficient and effective in contributing to the high standards of teaching and learning, and job satisfaction for the teaching staff.
-

3.7 Support staff (SRB)

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

On-going aims

- (a) To provide the necessary staffing arrangements to support teaching staff with administrative tasks to enable them to deliver the curriculum;
- (b) To arrange termly meetings of support staff so that issues can be raised and discussed openly and so that information about the School's development and future plans can be explained;
- (c) To provide support for pupils and staff at events and assistance with organising and running co-curricular activities;
- (d) To monitor the capacity of administrative staff, engaging external support as required;
- (e) To continue to define detailed job and person specifications for support-staff roles and to ensure that roles match requirements; to ensure that all roles contain clearly stated expectations concerning support required for co-curricular activities.

Short-term goals

- (a) To review and develop the induction programmes for new staff;
- (b) To commence development of support staff HR documentation and policies;
- (c) To continue to ensure that supporting roles are adequately covered and that knowledge which is key to the School's administration is not solely vested in any individual;
- (d) To include all support staff in individual yearly development meetings;
- (e) To introduce a system of peer review to enhance feedback for staff.

Medium/long-term goal

To arrange in-house seminars to disseminate best practice in common activities.

3.8 Continuing Professional Development (CPD) (JGL)

Continuing Professional Development (CPD) is the process which ensures that all staff at all stages of their careers are able to learn and develop in order to have a positive impact on the School and outcomes for

learners. Participation in relevant developmental activities is both an entitlement and a responsibility for all staff in the School. The School arranges whole-school Continuing Professional Development and also provides twilight opportunities. Staff are also encouraged to attend courses which will further their professional development; requests for courses may come directly from individuals, through departmental reports or through the Professional Review Process.

On-going aims

- (a) To publish available courses to staff;
- (b) To encourage the evaluation of courses;
- (c) To encourage and provide support to staff taking additional professional qualifications;
- (d) To oversee the arrangements for staff taking sabbaticals;
- (e) To ensure that during the course of a year there are opportunities for Continuing Professional Development across a range of aspects of School life e.g. academic, pastoral, co-curricular, professional and technological;
- (f) To respond to specific CPD needs as raised through departmental reports and the Professional Review Process.

Short-term goals

- (a) To revise the Vision and Values Induction Session for staff new to Alleyn's to include the Chaplain, to highlight the importance of respect for and toleration of others;
 - (b) To continue to develop the in-house twilight Continuing Professional Development opportunities;
 - (c) To provide some further professional development to support staff taking trips and expeditions.
-

3.9 Alleyn's Association (parents) (JGL)

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

On-going aims

- (a) To continue to foster close relationships between home and the School;
- (b) To provide a channel of communication between the School and the parents;
- (c) To support the School by utilising the expertise of the parental body, particularly in the areas of work experience and careers guidance;
- (d) To provide educational evenings dealing with topics relevant to parents;
- (e) To raise funds to help with bursarial support;
- (f) To provide opportunities for parents to meet staff at the Headmaster's lunches;
- (g) To arrange a programme of social events.

Short-term goals

- (a) To continue to promote the provision of Bursary and pupil support;
- (b) To continue to update the Alleyn's Association pages on the website.

Medium-term goal

- (a) To develop further the role of Year 9 House Parent Representatives.
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Section 4: Resources – capital projects, premises, ICT and grounds

4.1 Major Capital Projects (GJS)

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

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

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

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

On-going aims

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

Short-term and Medium/long-term goal

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

4.2 Minor Capital Projects (ARF)

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

On-going aims

In order to achieve this Minor Capital Projects will:

- (a) Allocate significant sums for site renewal within the Annual Budget cycle;
- (b) Commission works where at all possible during holiday periods;
- (c) Ensure essential repairs are conducted as required;
- (d) Be reviewed, as part of the Capital Projects Group discussion, and be presented to the Education and Finance Committees of the Governing Board;
- (e) Be driven by members of SMT and HoDs providing the stimulus for proposals to be considered;
- (f) Ensure that a rolling programme of site-wide small works and refurbishment is maintained and updated with time-frames linked to each project;
- (g) To set targets in terms of delivering planned works on the approved projects and within agreed budgets.

Short-term goals

- (a) To finalise the annual minor works programme around the School site 2010-11, communicating to the School community, the refurbishment programme over holiday periods;

- (b) Feed from Annual Department Reviews (Senior Deputy Head) and from Department Budget Requests (Bursar) items for consideration at Capital Projects Group, developing appropriate budgets for annual maintenance and refurbishment programmes.
-

4.3 Premises – buildings maintenance (SRB)

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

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

On-going aims

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

Short-term goals

- (a) To continue to monitor present methods and seek ways of improving active maintenance;
- (b) To develop and publish programmes for periodic maintenance, enabling users to know when related works will occur;
- (c) To research the possibilities for an intranet-based, maintenance response system to improve current methods;
- (d) To review office space use for administrative staff and agree future layouts;
- (e) To extend fire-protection provision to include additional visual indication for disabled users.

Medium/long-term goal

To analyse recurrent maintenance issues across the site so that patterns of equipment failure or regular damage can be identified and avoided if possible.

4.4 Premises – departmental refurbishment (SRB)

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

On-going aims

In order to achieve this departmental refurbishment will:

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

Short-term goals

- (a) To conduct a review meeting which will take place after the submission of Department Budgets (Lent term) to discuss requests for departmental refurbishment and capital investment (Bursar, Senior Deputy Head, Head of Finance, Director of Studies and Estates Bursar);
- (b) To ensure the structure of the Estates Meetings and Capital Projects Group prioritises these needs for refurbishment across the site;
- (c) To promote the development of a site-wide programme for heat management across the School.

Medium/long-term goal

- (a) To establish the cycle of regular refurbishment within departmental areas.
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4.5 ICT for administration, communication and general use (ARF)

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

On-going aims

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

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

Short-term goals

- (a) To review/enhance systems for communicating electronically with parents;
- (b) To review the school Acceptable Use Policies for both Staff and Pupils;
- (c) To develop an electronic method of gathering pupil-profile information for the purpose of UCAS reference writing;
- (d) To introduce visitor electronic passes for signing-in.

- (e) To review and evaluate support needs as system-use evolves and closer links are forged between the Junior and Senior Schools;
- (f) To further develop the Management Information System (MIS) to increase efficiency in the storage of information regarding pupils' academic progress and co-curricular participation and achievements;
- (g) To review alternative MIS options.

Medium/long-term goals

- (a) To revise the data storage of pupil records for leavers;
 - (b) To adapt the use of the MIS database's handling of pupil information in light of expanding purposes and functionality e.g. provide Web access to additional user-groups such as pupils and parents.
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4.6 Grounds and gardens (SRB)

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

On-going aims

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

Short-term goals

- (a) To ensure that the open areas continue to be maintained to an appropriately high level to facilitate the playing of sports throughout the year without interruption (unless by matters beyond control) as well as being enjoyed as social space;
- (b) To continue to enhance the quality of the grassed areas at the Burbage Road sports ground.

Medium/long-term goals

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

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

The School is active in promoting environmental issues to pupils through the curriculum and organises an Environmental Society to raise awareness of issues both local and global. The School is aware that many

of the voluntary steps it takes today to minimise its impact upon the environment are likely to become statutory in the future.

On-going aims

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

Short-term goals

- (a) To review the possibilities of reducing mains voltage, installing time switches on school water heaters and further reducing out of hours use;
- (b) To introduce productive waste recycling e.g. use of food waste as biomass fuel;
- (c) To conclude research into and if beneficial consider the introduction of photovoltaic panels providing local power;
- (d) To provide more secure and, where possible, covered cycle racks for both staff and pupils to encourage more cycling to School.

Medium/long-term goals

- (a) To consider water usage across the site and use grey water where possible;
 - (b) To look at the options for power and heat generation. The main boilers are nearing the end of their working life and all alternatives to gas-fired boilers need to be considered including the use of combined heat and power and/or alternative fuels so that the carbon footprint of the site is minimised.
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Section 5: External relations

5.1 Marketing, publicity and public relations (ARF)

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

On-going aims

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

- (a) Identify opportunities in the local press, educational journals, national publications as well as other media to spread as widely as possible the on-going 'vision and values' of the School;
- (b) Highlight the achievements and successes of the School community;
- (c) Maintain good public relations by being proactive in presenting 'good news' to a wide audience;
- (d) Establish an on-going presence across the educational press in the form of 'good-news' stories about the School arising from maintained contacts;
- (e) Ensure on-going development through promoting the positive image of the School to prospective parents and pupils;
- (f) Use targeted marketing to promote social diversity through increasing the number of applications for bursary and scholarship places at the School.

Short-term goals

- (a) To promote further use of electronic communications with the parent body through email and website postings;
- (b) To maintain awareness of School events, including the Michael Croft Theatre, through the website;
- (c) To maintain strong contacts with the media across London and in the educational and national press;
- (d) To introduce the new Edward Alleyn Club website;
- (e) To highlight individual successes of pupils and staff to the School community and in the local press, responding appropriately to publicity requests but protecting the core purpose of effective learning and teaching throughout the School year;
- (f) To co-ordinate communication with the Director of Development and Finance [Deputy Bursar].

5.2 Community and partnership links (SPC)

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

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

Southwark Schools Learning Partnership (SSLP) was set up 7 years ago and is a consortium of six maintained and three independent schools. The aim of the partnership is to promote links across the sectors, to explore what the schools have in common and to capitalise on the opportunities to learn from each other for the benefit of Southwark pupils.

On-going aims

- (a) To continue to audit all beneficiaries/users of the FCC scheme to ensure they adhere to all the criteria set down on their application to use Alleyn's Facilities, including where applicable the 'Bursary Scheme';

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

Short-term goals

- (a) To review and further develop the role of the Edward Alleyn Building and Michael Croft Theatre as a facility both for Alleyn's and the wider community;
- (b) To review and develop the structure of the Facilities for the Community Committee and the Facilities for the Community Scheme.

Medium-term goal

- (a) To 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.
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5.3 Former pupils – Edward Alleyn Club (EAC) and Development and Alumni Office (GJS)

The School works very closely with the Executive Officers of the Edward Alleyn Club (former pupils). Alleyn's greatly values its links with all former pupils, which are maintained through an Alumni Office at the School and through reunion events. The Head of Alumni Relations, based at the School, co-ordinates reunions, Edward Alleyn Club events and communication with former pupils.

On-going aims

- (a) To maintain a high profile display in the Main Building of news of former pupils;
- (b) To continue to host regular reunion events;
- (c) To send out regular *e-bulletins* for alumni;
- (d) To help maintain an updated EAC website which is clearly linked to the School;
- (e) To maintain an up-to-date accessible database of all former pupils on a dedicated software package;
- (f) To monitor, review and support the effectiveness of the Alumni Office in Townley Lodge, open to, and in contact with, all former pupils and visitors;
- (g) To monitor and review the completed 'integration project' between the School and the Club.

Short-term goals

- (a) To develop and implement an overall Alumni Relations Strategic Plan;
- (b) To investigate the possibility of further reunions in regions of the UK outside London;
- (c) To use the database to set up a world-wide support network of former pupils which can be used by GAP year students overseas and those starting careers abroad.

Medium/long-term goals

- (a) To establish alumni groups overseas, e.g. America, Australia, Europe;
 - (b) To work with the University and Careers Department to harness the professional experiences of alumni;
 - (c) To collaborate with the Honorary Archivist to make our digital archives available to former pupils.
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5.4 Fundraising (GJS)

In striving to fulfil its vision as a School offering 'needs blind, open access' to pupils from all backgrounds, which is in keeping with its Founder's wishes and tradition, Alleyn's seeks to raise significant funds and endowments for bursaries.

It also seeks to raise funds for significant building projects so that School fees can be maintained at levels that are accessible to as many people as possible.

On-going aim

- (a) To monitor, review and support the Development Office, which will lead the commercial outlets of the School and manage all aspects of fundraising (e.g. through donations, legacies, events, regular-giving programmes).

Short-term goals

- (a) To develop a Fundraising Strategy, establishing short, medium and long-term aims of fundraising;
- (b) To design and launch fundraising materials and a website to assist in communicating the Fundraising Strategy;
- (c) To set up a structure or body to manage the raising of funds for bursaries.

Medium/long-term goals

- (a) To consider strategies which identify and include members of the wider communities who support the School (i.e. the 'Friends of Alleyn's') and to include these persons as part of its Fundraising Strategy (former parents, former staff, former Governors, Saddlers, Dulwich Village residents, et cetera);
 - (b) To organise information events in relation to the Fundraising Strategy.
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5.5 Commercial Activity (SRB)

There is a potential for generating income which can be used for the benefit of School activity, through the hire of parts of the School premises and sites.

On-going aims

- (a) To seek opportunities to hire parts of the School buildings and sites when they are not required for school use, school sponsored use or the EAC;
- (b) To maintain appropriate hire rates which recognise different categories of desirable and permissible use of the premises;
- (c) To publicise the availability of these areas for hire.

Short-term goals

- (a) Develop and manage relationships with potential bodies, agencies and hirers able to provide suitable repeat business;
- (b) Activate Alleyn's School Enterprises Ltd to ensure appropriate tax and charitable treatment of these trading activities.

Medium/long-term goal

Develop revenues from the use of Burbage Road site and Clubhouse.

Dr Gary Savage
Headmaster
August 2010