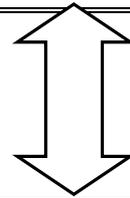


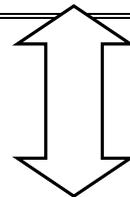
## School Improvement Plan

As a result of a very successful HMIe Inspection Report in June 2004, annual audit and three year improvement plan, aspirational targets were identified (see Appendix 1) as outcomes which would have a transformational impact on Dunbar Grammar school and the community. Through this transformational plan we are able to accelerate this process and put in place strategies which will transform Dunbar Grammar school and the wider community.



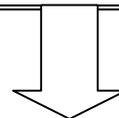
## Vision Statement

Every student, member of staff and parent/carer within the Dunbar LEARNING Community will be more CONFIDENT, have increased self-worth and greater EXPECTATIONS, able to take their place as responsible CITIZENS and LEADERS in the 21<sup>st</sup> century. This will be achieved through our greatly expanded commitment to active engagement with Performing and Creative Arts to release potential and promote collaboration between stakeholders.



## Road to Transformational Plan

An extensive consultation programme involving all stakeholders was carried out to determine the best way forward for the school (see Appendix 2). The result of this was the identification of the following five sets of inter-related transformational objectives – Leadership, Confidence, Expectations, Learning and Teaching and Inclusion and Community Engagement. The vehicle to be used in reaching these targets is the creation of seven companies under the banner of Performing and Creative Arts.



Theatre Company - Dance Company - Music Company - Film/Animation Company –  
 Broadcasting Company - Corp. Identity Company – Catering Company  
 The detail of how each company will link to the outcomes below is under ‘Company Improvement Sheets’

Development focus

Outcomes - Leadership

Staff at all levels readily taking on leadership roles so that they can progress initiatives which impact on the learning experience.

Students readily taking on leadership roles in driving companies resulting in them being more confident individuals, willing to take managed risks and be leaders when they leave school.

Parents more involved and taking on leadership roles resulting in a closer relationship between the school and the parent body.

Distributed leadership evident throughout school giving all stakeholders the confidence to take on new challenges.

Outcomes - Confidence

Mass participation of staff and students in Performing and Creative Arts programme, giving individuals the confidence to take on new challenges and reach their full potential.

Staff and students regularly showcase work to the community in order to use their new skills and bring the whole community closer together.

Staff and students regularly participating in public events to strengthen the confidence and community spirit of all stakeholders.

Increased staff and pupil confidence, resulting in an increase in achievement and attainment at all levels.

Outcomes – Expectations

Increased expectations of students parents and staff so that they take managed risks and rise to challenges.

Increased attainment at all levels to ensure that all students maximise their chances after school, leading to improvement in numbers of students reaching preferred destination.

**Broader personal horizons – evidence of awareness of local, national and global markets and the connections between these.**

Increased positive motivation leading to greater levels of personal fulfilment and happiness, gives confidence to aspire to greater heights.

Outcomes – Learning and Teaching

Formative assessment, including students routinely offering feedback to improve the learning and teaching process are embedded throughout the school. This better meets the needs of learners thereby raising attainment.

ICT is used consistently to enhance learning and teaching and develop highly skilled staff and students who are confident to apply this to support wider personal and community activities.

Staff, students and community members have new skills ensuring the sustainability of the programme.

Improved curriculum, including an extended range of prevocational courses and certification, assists improved learner destinations.

Outcomes – Inclusion and Community Engagement

Improved attainment at all levels helps to improve learner destinations.

Increased attendance and reduced exclusion figures give greater sense of engagement, pride and belonging to school community amongst students and staff.

More parents/carers and members of the community are actively involved in the learning process, providing positive role models.

School offers opportunities for participation to the wider Dunbar community, thus providing a focus for integration.

The school promotes responsible citizenship within the community giving young people the confidence to engage in the democratic process at all levels.



## Overall Long – Term Impact

We are firmly of the belief that our innovative programme will have a dramatic and transformational impact upon the students and community of Dunbar. We believe that by accessing the Schools of Ambition programme we will accelerate our plans over a three-year period to a point where the initiative will be sustained beyond the access to external funding streams. In three years' time, Dunbar Grammar will be characterised as follows:

- Students and staff willing to be leaders, taking managed risks and opening their minds to innovative, exciting and inspiring learning opportunities.
- A student, parent and staff body full of confidence and cohesion, able to face all the challenges of the 21<sup>st</sup> century.
- A student, parent and staff body with high expectations and a thirst for life within and beyond their own community.
- A vibrant, exciting school full of successful, confident learners working together to ensure the highest level of achievement and attainment.
- Students and adults with an acute level of responsibility towards their local community and an ability to assume their role as global citizens.



## Our Structure for Delivery Demonstrating that our Vision has been Realised

### Executive Group

The programme will be overseen by the Executive Group which includes the Head Teacher, Depute Head Teacher with responsibility for School of Ambition and the Business Manager. In addition each company will be led initially by a member of the Executive Group which will meet monthly and consider progress against targets and report back to the Head Teacher and Scottish Executive.

### Experts

Experts from the world of performing and creative arts and enterprise will be brought in to teach new skills and bring a business approach to the programme. They will work in school, passing on their expertise to ensure sustainability beyond the three year period.

### Forum

The Forum is comprised of teachers who will help set up the companies and motivate other teachers and students to participate in them. They will play an active role in communicating and encouraging as wide a participation as possible, including the involvement of the wider community. In addition the group will identify areas where the programme will be delivered within the school. This will be in the format of more modular bases and pre-vocational courses, e.g. Music, Technology or Dance.

### Improvement Plan

The programme will be directly linked to the School Improvement Plan (2005-2008) and as such will be covered by the school's existing monitoring and evaluation programme. It will also be linked to our recently expanded House system by a system of points to promote participation. Students and staff will be able to earn points for their House by becoming involved in the programme.

### Support Teams

The programme will be supported by Administration and Support Teams. Leadership training and consultation, combined with the cost of meetings, celebrating success and administration is approximately £20,000. (See Budget section for further detail) This budget reflects the actual needs of the transformational plan and the school has obtained agreement from East Lothian Council that any expenditure in a given year that exceeded any annual-draw-down limits would be under-written by the Council. Similarly, any total expenditure beyond £300,000 would be sourced from additional (non Scottish Executive) funding streams and under-written by the Council.

### Curriculum Group

The group will examine ways of incorporating the school of ambition programme into the curriculum review. This will enable all S1 and S2 students to participate in the programme and will extend options on offer to senior students (S3-S6)



## Methods of Monitoring and Evaluation

| FOCUS                             | Objective | SELS Data | Observation | MIS Data | Minutes | Event Record | Interview/ Focus Group | S&Q Report | Leaver Survey | STACS | Individual Pupil Targets | Audit |
|-----------------------------------|-----------|-----------|-------------|----------|---------|--------------|------------------------|------------|---------------|-------|--------------------------|-------|
| <b>Leadership</b>                 | 1         | ✓         | ✓           |          | ✓       | ✓            |                        |            |               |       |                          | ✓     |
|                                   | 2         | ✓         | ✓           |          | ✓       | ✓            |                        |            |               |       |                          | ✓     |
|                                   | 3         | ✓         | ✓           |          | ✓       | ✓            |                        |            |               |       |                          | ✓     |
|                                   | 4         |           | ✓           |          |         |              |                        |            |               |       |                          |       |
| <b>Confidence</b>                 | 1         | ✓         | ✓           |          |         | ✓            |                        | ✓          |               |       |                          | ✓     |
|                                   | 2         |           | ✓           | ✓        |         |              |                        |            |               |       |                          |       |
|                                   | 3         |           |             |          |         | ✓            |                        |            |               |       |                          |       |
|                                   | 4         |           |             |          |         | ✓            |                        |            |               |       |                          |       |
| <b>Expectations</b>               | 1         | ✓         | ✓           |          |         |              | ✓                      | ✓          | ✓             |       | ✓                        | ✓     |
|                                   | 2         | ✓         |             |          |         |              |                        |            |               | ✓     | ✓                        |       |
|                                   | 3         | ✓         |             |          |         | ✓            | ✓                      |            |               |       |                          |       |
|                                   | 4         | ✓         | ✓           |          |         |              | ✓                      |            | ✓             |       |                          |       |
| <b>Learning &amp; Teaching</b>    | 1         | ✓         | ✓           |          | ✓       | ✓            | ✓                      | ✓          |               |       |                          |       |
|                                   | 2         |           | ✓           |          | ✓       |              | ✓                      |            |               |       |                          |       |
|                                   | 3         | ✓         | ✓           |          |         |              | ✓                      |            |               |       |                          |       |
|                                   | 4         | ✓         | ✓           |          |         |              |                        |            |               |       |                          | ✓     |
| <b>Inclusion &amp; Engagement</b> | 1         |           |             |          |         |              |                        | ✓          |               | ✓     | ✓                        |       |
|                                   | 2         |           |             | ✓        |         |              |                        |            |               |       |                          |       |
|                                   | 3         | ✓         |             |          |         |              |                        |            |               |       |                          | ✓     |
|                                   | 4         | ✓         |             |          |         | ✓            | ✓                      |            |               |       |                          | ✓     |
|                                   | 5         | ✓         | ✓           |          |         | ✓            | ✓                      |            |               |       |                          |       |

- SELS – School Evaluation and Learning System (Electronic Questionnaire)
- MIS – Management Information System (Administration system currently used in the school)
- S&Q Report – Standards and Quality Report      STACS - (Examination Data)

# THEATRE COMPANY

| Tasks (How?)  | Contact? | When?     |
|---|----------|-----------|
| a) Stage Management to run productions and stage events;  | HP       | May 2007→ |
| b) Design lighting plans and work the lighting board;   | MT       | May 2007→ |
| c) Set up, test, work, control and maintain sound equipment; See Music  |          |           |
| d) Design, make and maintain costumes;  | SA       | May 2007→ |
| e) Design and plan appearance of stage and other events;  | GR       | May 2007→ |
| f) Build sets and furniture and make hand and stage props, using computer- aided design process;                              | JK       | May 2007→ |
| g) Design make-up plans, buy and maintain stocks and apply make-up for events;  | HP       | May 2007→ |
| h) Write scripts for performances;  | GR       | May 2007→ |
| i) Plan the organisation of events for the front of house, including ticketing, marketing, seating, staffing for every venue; | MT       | May 2007→ |



## DANCE COMPANY

| Tasks (How?)   | Contact? | When?               |
|--|----------|---------------------|
| a) Extra-curricular activities are more accessible to more staff and students;   | SM       | Aug 2007 – Aug 2009 |
| b) Increased opportunity for senior students to work with core classes and cluster schools;  | SM       | Aug 2007 – Aug 2009 |
| c) Improved general level of fitness, strength, flexibility and coordination;  | SM       | Jan 2007→           |
| d) Mass participation in dance and performance   | SM       | Jan 2007→           |
| e) A sustainable company of staff, students, and parents/carers is created to take dance forward at all levels;  | PR       | Jan 2007→           |
| f) Appoint a dance artist in residence for 3 days to deliver work within PE, across the curriculum and to wider community;                                   | PR       | Oct 2006→           |
| g) Train staff to deliver more diverse range of dance lessons, events, shows and extra-curricular activities and make accessible to more staff and students; | SM       | Aug 2007 – Aug 2009 |
| h) Dance artist works within PE, developing alternative curriculum and offering certification in SQA Dance Modules;  | SM       | Jan 2007→           |
| i) Dance artist works with health promoting school team to improve general level of fitness, strength, flexibility and coordination;                         | SM       | Jan 2007→           |
| j) Create a sustainable company of staff, students, and parents/carers to take dance forward at all levels;  | PR       | Jan 2007→           |
| k) Install mirrors in gym;   | SM       | Jan 2007            |
| l) Examine possibility of installing a sprung floor and mirrors in the Drama Studio; <b>DELETE</b>   | PR       | Aug 2008            |



## MUSIC COMPANY

| Tasks (How?)  | Contact? | When?               |
|---|----------|---------------------|
| a) Create a company which ensures the delivery of high quality events with a wide participation of students, staff and the wider community;   | LH       | Aug 2007 – Aug 2009 |
| b) Collaborate with members of the local jazz, traditional and folk community;  | LH/LY    | Aug 2007 – Aug 2009 |
| c) Staff and students will be trained to a high standard by a variety of professionals and specialists from the Music world to ensure high levels of skills are embedded in the DGS community and passed on to future generations | LH       | Aug 2007 – Aug 2009 |
| d) The confidence, self-esteem and expectations of staff and students will be raised through mass participation in events;  | LH/LY/KH | Jan 2007→           |
| e) Install a recording studio and ensure training of staff and students takes place   | ELC      | Jan 2007            |
| f) Invite specialist to advise on sound equipment to ensure quality events;   | LH       | Dec 2006            |
| g) Purchase equipment and training where required;  | LH       | Jan 2007            |
| h) Supplement existing musical instruments to diversify and broaden musical genres and offer students the experience of playing in a large ensemble /orchestra and traditional groups;  | LH       | Aug 2007 - Aug 2009 |
| i) Provide for additional training in advance of growing role;  |          |                     |
| j) Set up residential courses and engage specialists to train students;   | PR       | Aug 2007 – Aug 2009 |
| k) Put on school and Community performances of the highest standard;  | LH       | Jan 2007→           |
| l) Provide musical compositions and arrangements for school events;   | LH       | Dec 2006→           |
| m) Develop and deliver a range of certificated, free-standing SQA elements e.g. Sound Engineering, midi-sequencing.   | LH       | Jun 2007            |
|   | LH       | Aug 2007→           |

## FILM AND ANIMATION COMPANY

| Tasks (How?)  | Contact? | When?           |
|---|----------|-----------------|
| a) Set up a film and animation studio which is used by staff, students and the wider community;   | DA       | Jan 2008→       |
| b) Train staff in the skills of film and animation and able to pass these skills and knowledge onto learners, enhancing learning and teaching methodology;                            | DA       | Aug 2007→       |
| c) Form film and computer animation company, run by students and staff; film and animation viewings offered to the wider community.   | DA       | Jan 2008→       |
| d) Finance and purchase hardware and install software required to facilitate studio;  | DA       | By End Jul 2007 |
| e) Identify and engage an instructor/adviser, to start in <b>August 2007</b> and working part time until <b>August 2009</b> , to train staff in the production of film and animation; | DA       | Aug 2007 – 2009 |
| f) Create opportunities for students to develop film and animation skills within and across the existing curriculum;  | DA       | Oct 2007→       |
| g) Create extra-curricular opportunities for students to develop film and animation skills e.g. film company, puppet club, activities week;   | EIC      | Jan 2008→       |
| h) Set up a film and animation company; to record activities throughout the school and to promote the school and its activities through multi-media productions;                      | DA       | Mar 2008→       |



**BROADCASTING COMPANY**

| Tasks (How?)  | Who?       | When?        |
|---|------------|--------------|
| a) Provide a broadcasting service to the school;  | EO         | May 07→      |
| b) Offer solutions to students and teachers wishing to digitise curriculum using film, radio, web and plasma screens; | Co         | May 07→      |
| c) Deliver regular updates on all school activities and advertise to community clubs, sports, and companies;          | Co         | Aug 07→      |
| d) Offer services to cluster to improve primary to secondary transition;  | Co         | Sept 07→     |
| e) Develop training to sustain future student involvement as well as building teachers' and all learners' skills.     | Co         | Mar – May 07 |
| f) Contact Radio stations for advice/visit/training opportunities;  | EO         | Nov 06→      |
| g) Convene broadcasting company;  | EO         | Jan 07       |
| h) Purchase Radiowaves package; <b>DELETE</b>   | MG         | Jan 07       |
| i) Purchase Cameras;  | MG         | Jan 07       |
| j) Audacity software installation;  | ELC        | Jan 07       |
| k) Staff / Student training; ;  | Radiowaves | Feb 07→      |
| l) Students develop Broadcasting Request system to roll-out to teachers and students;                                 | EO         | Feb 07       |
| m) Official promotional campaign for <i>Radiowaves</i> use in school <b>DELETE</b>                                    | Co         | Mar 07       |
| n) Cascaded training for students (activities week) and teachers;   | Co         | Mar-May 07→  |
| o) Broadcast Video Camera training;   | EO         | May 07→      |
| p) Training / digitizing and advertising service offered to community;  | Co         | Jun 07→      |
| q) Develop broadcasting of school bulletin;   | Co         | Aug 07→      |
| r) Develop broadcast opportunities using Plasma screen;   | Co         | Aug 07→      |

## CORPORATE IDENTITY COMPANY

| <b>Tasks (How?)</b>  | <b>Who?</b> | <b>When?</b> |
|--|-------------|--------------|
| a) Train staff and students;   |             | Aug 2007→    |
| b) Create, update and maintain a corporate identity which meets the vision and aims for the school and its component parts;  | JB          | Aug 2007→    |
| c) Corporate identity gives all stakeholders a feeling of pride and belonging.   | JB          | Aug 2007→    |
| d) Purchase and install software;  | DA          | Mar 2007     |
| e) Identify and engage the services of a graphic designer with the skills and knowledge to train staff and students in the creation of a corporate identity                            | DA          | Mar 2007     |
| f) Modify the corporate identity of all departments and companies within the schools of ambition programme;  | JB          | Dec 2007→    |
| g) Develop and use the brand on all school, department and company communications including the website, newsletters, Dunbar Grammar School Association and School Board publications; | JB          | Jun 2008→    |

## CATERING COMPANY

| Tasks (How?)   | Who? | When?               |
|--|------|---------------------|
| a) Students and staff will be trained by professionals;  | TBD  | Mar 2007 - 2009     |
| b) Students will gain confidence and develop communication skills through teamwork and negotiation and managerial and enterprise skills through running the company; | JK   | Jun 2007 – Dec 2007 |
| c) Other companies will be able to benefit from the catering company's expertise.  | AD   | Jan 2008→           |
| d) Set up a cooperative committee of management and distribute tasks efficiently;  | AD   | Jan 2007            |
| e) Professionals from the world of catering would come in to train staff and students and demonstrate good practice;   | JK   | Mar 2007            |
| f) A diary of events requiring catering would be agreed by the company and include where appropriate competitions;   | JK   | Feb 2007 – Feb 2008 |
| g) Professional clothing and equipment would be purchased which reflect the school's corporate identity;   | PE   | Feb 2007            |
| h) Opportunity to access facilities outwith normal school hours and experience education away from the classroom.  | JK   | Jan 2008 – Jun 2009 |



# Appendices

# Appendix 1

## High Level Aspiration

We aim to release students' potential and promote collaboration between all stakeholders through our greatly expanded commitment to active engagement with Performing Arts. Our expectation is that this will have a transformational effect on the Dunbar community and its environs.

By the end of the 3-year Schools of Ambition period, we will have achieved the following:

- Dunbar Grammar School students will be more confident and have higher expectations in all aspects of their lives.
- We will have further improved teaching and learning through increased collaboration across departments.
- There will be a significant impact upon students' lives, particularly in relation to their emotional intelligence.
- Through the mastery of a Performing Art, students will develop perseverance, tolerance and personal expression, all of which can have a dramatic impact upon future adult life.
- Students will become successful learners, confident individuals, responsible citizens and effective contributors.
- By encouraging mass participation and quality performance in all areas of the Performing Arts, there will be a significant benefit to other areas of the curriculum by promoting communication, expression, risk taking, creativity and courage.
- Increased staffing will result in us widening our programme of team teaching and outreach activities, allowing the effects of the programme to permeate all classrooms.
- We will have an extensive and vibrant internal CPD programme, directly impacting on the teaching and learning in the school.
- There will be clear community engagement by further extending our inclusive approaches and business links, resulting in a strengthening of the wider Dunbar community.
- Our ability to work together closely will help new students and families integrate into their new community of Dunbar.
- Our P7-S1 transition programme will be further strengthened.
- Departments will have developed their teaching and learning pedagogy to include creativity and enterprising activities, in line with *Determined to Succeed* and *A Curriculum for Excellence*.

We will have expanded the notion of the Global Citizen and Global Classroom, making best use of established links throughout the world.

## Appendix 2

### Road to agreeing our Transformational Plan

#### **The Process of Stakeholder Engagement**

Once we had the good news of our bid being accepted the school entered the consultation phase of the plan. This involved consulting with all stakeholders; PT's at an away-day conference; in-service at the beginning of term with the whole staff who completed a pro-forma indicating what they would like to see included in the plan and their willingness to be involved; asking all students to complete a pro-forma after a presentation at year assemblies and finally writing to all parents asking them to complete a similar pro-forma. I also discussed the whole process at the School Board and the Student Council, asking for representation on the two emerging groups. As a result of the extensive consultation and the willingness to participate from stakeholders it was decided to form two groups, the School of Ambition Executive group which comprises a cross-section of departmental representatives, Business Manager, Authority representation, parents and students and the Forum Group, comprising other staff and students. The Executive group has played an important part in deciding the format of the plan and will adopt a management role when it comes to monitoring and evaluating progress towards outcomes. The Forum group will continue to survey opinion and play a crucial role in the day-to-day running of the companies.

#### **Rationale behind Teams and Companies**

The use of the terms teams and company was decided by the Executive group as a vehicle to reach our mission statement that 'every student, member of staff and parent or carer will be more confident, have increased self-esteem and greater expectations. Through mass participation in these groups staff and students will improve their skills and have an experience which will increase their confidence, self-esteem and expectations.

#### **How will we know?**

By conducting a whole school survey on confidence using SELS as a base-line measure, regular monitoring of participation figures, visual examples of students' work, and regular reports to Executive (see Evaluation Method grid). The whole quality assurance aspect of the plan will be lead by the DHT, with responsibility for the School of Ambition, the Executive and the Head Teacher.

#### **Celebration of Success**

Every opportunity will be taken throughout the life of the project to embed a culture of celebrating success. This will be accomplished through traditional means e.g. assemblies, notice boards, rejuvenated house scheme and local media, more innovative means e.g. internet, broadcasting, film (ipods) and will culminate in festivals and shows involving the whole community. It is also our intention to share our experiences across East Lothian and at a national level to enable a cascading effect to develop. The Success of the project will only be evident if the transformational effect continues after the period and this aim returns to the original vision which will be adopted by all stakeholders.

#### **Exit Strategy**

All additional staffing will either be absorbed into core budget, made possible due to the increasing school role or will 'skill-up' staff and students to enable continuity in the future. Additional hardware and software will then become part of the general maintenance plan operated by the school. The Executive and Forum groups will continue to motivate and monitor progress beyond the three year period and the areas of creative and performing arts will become part of the new curricular structure.

## Appendix 3

### Background Information

For the five years leading up to a very successful HMIe Inspection carried out in April 2004, our focus had been attainment. Since then we have been considering ways in which we can take the school to the next level.

The school was also given the highest possible rating by the HMIe for its self-evaluation processes and through these systems we are confident that improvements will continue over the next few years, with a concentration on reaching excellence in all areas of the school.

However, the town of Dunbar, and its immediate environs, is traditionally known to be a relatively isolated community within East Lothian, which can lead to students having limited horizons and ambitions. We are therefore seeking to challenge and motivate our students to engage much more actively in the education process. Furthermore, the Dunbar community is expanding with new, owner-occupier housing estates being built. This has meant that our projected school roll will increase by between 150 and 200 students. Many of these new families will be incomers and it is my contention that we will play a pivotal role in the integration process.

The means we have identified for releasing this potential is linked to the dimension of the Performing Arts. We are convinced that active engagement in the Performing Arts (mainly Dance, Music and Drama) has a significant impact upon children's lives, particularly in relation to the development of their emotional intelligence. Furthermore, mastery of a Performing Art encourages perseverance, tolerance and personal expression, all of which, we would argue, can have a dramatic impact upon future adult life.

By encouraging mass participation and quality performance in all areas of the Performing Arts there will be a significant benefit to other areas of the curriculum by promoting communication, expression, risk taking, creativity and courage. The facility to work together will also help new students and families to the community integrate more quickly and effectively, sharing experiences and impacting on the long-term cohesion of the wider community.

Over the last two years we have engaged in a number of innovative programmes, all funded by the school to promote the Performing Arts, but we are certain that the opportunity provided by the Schools of Ambition additional funding will allow us to extend and fulfil our exciting ambitions.

## Background

Four years ago the Performing Arts within Dunbar Grammar School were limited to a Music department. The numbers typically taking Standard Grade Music hovered around 12-15 students and the school concert was very much a traditional affair involving no more than 25 students.

Due to a change in staffing and an integrated vision for the future of Performing Arts in the School we have transformed the Music department to one of a vibrant and dynamic nature. In the new session, over 117 students have chosen to take Standard Grade Music and the numbers participating in extra-curricular Music activities extend beyond 200. The school is keen to promote traditional music and has supported the Dunbar Traditional Music Festival over the last few years. Our ceilidh band is developing a strong reputation in the area and this is an aspect of the Performing Arts curriculum that we would hope to develop over the next few years.

Last year the school advertised for a Dance Artist in Residence and appointed a professional dancer to work in the school for two days a week. Our Dance Artist has worked initially in conjunction with the PE department, supporting their curricular programme but also offering an extensive range of extra-curricular opportunities. The success of this venture has been incredible and the numbers of students participating far exceeds our most ambitious estimates. Unfortunately we will not be able to renew her contract next year due to limitations on our school budget. If she was able to work in the school on a full time basis we could integrate her work with other subjects, such as Personal and Social education, Drama and Music. We are also intending to bring students from our cluster primary schools into our school to participate in performance. This will complement our aim to produce a health promoting school. This is particularly pertinent for the girls in the school, many of whom are not attracted by traditional PE activities.

In relation to Drama the school has taken the unprecedented step of appointing a Principal Teacher of Drama without Drama actually featuring on the curriculum. This has enabled a teacher of the English department to take up this post and spend the last year in developing programmes for implementation next session. 50 students have chosen to take Standard Grade Drama this year. In the last four years the school has held school shows for the first time in 27 years. The numbers participating and the quality of performance has improved year on year. We would like to enhance the staffing of the Drama department to enable curricular Drama to permeate the whole school curriculum, thereby creating the critical mass necessary to change the culture of the school.

In conjunction with these personnel and curricular developments the school has also benefited from a PPP programme. The Performing Arts played a central role in the overall concept of the design programme of the school and the Performing Arts facility, as opposed to being situated at the rear of the school (which is the norm in most schools), takes a prime position at the school entrance, enabling visitors to the school to observe performances as they go ahead. In addition, the school is in the process of equipping a multi-purpose Drama and Dance Studio and is also converting the old school gym into an additional dance space. Our Assembly Hall is available for dance performances and our Games Hall is also used for large performances.

These formal spaces are complemented by a number of outdoor areas where we would hope that the Performing Arts could perform. An extensive consultation exercise has been undertaken since the announcement of our successful bid resulting in a few changes to our aims and objectives. This, we believe, is strength as any successful transformational plan will have to be flexible and responsive to changes. A key principle which has emerged from the consultation phase is the need to involve all stakeholders in the school and community and for this reason we have broadened our aims and objectives to include creative arts. This will enable the project to touch every stakeholder and have a visible impact on the school. The other re-focusing aspect of the plan which strengthens our exit strategy is to ensure the skilling up of our teachers and senior students.