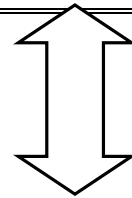


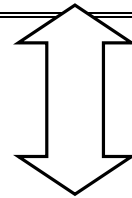
School Improvement Plan

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.



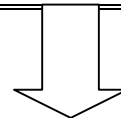
Vision Statement

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 21st 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 21st 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
Leadership	1	✓	✓		✓	✓		✓				✓
	2	✓	✓		✓	✓						✓
	3	✓	✓		✓	✓						✓
	4		✓									
Confidence	1	✓	✓			✓		✓				✓
	2		✓	✓		✓						
	3		✓			✓		✓				
	4	✓		✓				✓				
Expectations	1	✓	✓				✓	✓	✓		✓	✓
	2	✓		✓					✓	✓	✓	
	3	✓	✓				✓		✓			
	4	✓	✓				✓		✓			
Learning & Teaching	1	✓	✓		✓	✓	✓	✓		✓		
	2		✓		✓		✓					
	3		✓		✓	✓	✓					
	4		✓	✓	✓		✓	✓		✓		✓
Inclusion & Engagement	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; DELETE	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 August 2007 and working part time until August 2009 , 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→



Tasks (How?)	BROADCASTING COMPANY	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;		
g)	Convene broadcasting company;	EO	Nov 06→
h)	Purchase Radiowaves package; DELETE	EO	Jan 07
i)	Purchase Cameras;	MG	Jan 07
j)	Audacity software installation;	MG	Jan 07
k)	Staff / Student training; ;	ELC	Jan 07
l)	Students develop Broadcasting Request system to roll-out to teachers and students;	Radiowaves	Feb 07→
m)	Official promotional campaign for <i>Radiowaves</i> use in school DELETE	EO	Feb 07
n)	Cascaded training for students (activities week) and teachers;	Co	Mar 07
o)	Broadcast Video Camera training;	Co	Mar-May 07→
p)	Training / digitizing and advertising service offered to community;	EO	May 07→
q)	Develop broadcasting of school bulletin;	Co	Jun 07→
r)	Develop broadcast opportunities using Plasma screen;	Co	Aug 07→
		Co	Aug 07→

CORPORATE IDENTITY COMPANY

Tasks (How?)	Who?	When?
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 out-with normal school hours and experience education away from the classroom.	JK	Jan 2008 – Jun 2009



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.