



*Embracing Creativity,
Pursuing Excellence*

A Resume of the Bid for Specialist School Status

March 2005

What is the Specialist School Programme ?

The Specialist Schools Programme helps schools, in partnership with private sector sponsors and supported by additional Government funding, to establish distinctive identities through their chosen specialisms and achieve their targets to raise standards. Specialist schools have a special focus on their chosen subject area but must meet the National Curriculum requirements and deliver a broad and balanced education to all pupils.

The programme promotes school improvement by providing opportunities for schools to work to their strengths, enabling them to deliver effective teaching and learning in their area of expertise, as well as across the curriculum, and to drive innovation. Schools applying for the programme have to make a thorough Audit of their progress to date and set out plans and targets for improvement in their specialist subject as well as defining whole school targets.

Becoming a Specialist School also requires a detailed Community Audit. This means looking hard at the local community: of education, of business and commerce, and those who engage in the chosen specialism – in our case a thriving community of professional and voluntary arts activity. Specialist schools work with named partner schools for the benefit of pupils beyond their own school boundaries and with other groups of people in the wider community. This ensures that the programme has an impact by helping to create a diverse network of secondary provision through the sharing of good practice and expertise. The city of Wakefield now has four schools with specialist status: but none yet specializing in the Performing Arts.

In order to help them develop their specialism, specialist schools receive the following additional funding from the Government and in our case the Local Authority: £100,000 plus for a Capital Project to enhance the facilities in the subjects related to the school's specialism; and recurrent funding of around £123 per pupil per year for four years, to implement their specialist school development plan. In addition to the capital grant the school itself must raise £50,000 in unconditional sponsorship towards the capital project.

Why has Cathedral School chosen the Performing Arts as their Specialism?

Although we could easily have chosen Sport or the Visual Arts, the Leadership Team felt that Performing Arts offered the most potential in raising standards of achievement and the quality of learning across the whole school and its curriculum. Our school has always promoted inclusivity: we believe there is something for everyone in the different artistic forms and we already encourage participation in a wide variety of artistic activity for all students.

The performing arts has always been as much about production as performance. As our Rock Challenge team continue to demonstrate, for every performer on stage there is a host of people behind the scenes engaged in design, technology, communications, business and promotion. Many of the skills found in arts practice are highly transferable: students with arts experience are recognized as being responsible, disciplined, motivated and able to work in a team. Wakefield has a national reputation in the arts promoting six arts organizations, four of the six enjoying national status and recognition. The arts is now a major industry in the UK: its earnings represent the country's second largest invisible export (after insurance).



The Submission to the Specialist Schools Trust

How to read it!

The submission to the Specialist Schools Trust is a 50-plus page document in an electronic format. It is not very easy to navigate your way around it! By presenting our resume of the submission in .pdf format we can use the bookmarks to move through the detail far more easily. Use the bookmarks to browse the contents as a whole. Then explore the detail that catches your attention. Then begin to ask yourself: could I explain this bid to someone else! *'Nothing quite like explaining your own knowledge to reinforce understanding'* Matthew Lipman in Thinking in Education. Cambridge University Press 1993.

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The Case

Who we are and why we are doing this ?

The Cathedral High School has a history of enjoying and succeeding in music, dance and drama and has a growing reputation for high standards of performance in a range of local and national competitions. We take great pride in our school's achievements in these areas, receiving positive recognition in our Ofsted inspection of February 2003 and our HMI visit in February 2004. In 2001 the School was awarded Artsmark Silver.

We are an inner-city school that serves a community with many disadvantages. Many of our students live in difficult circumstances. Our students need opportunities to excel and when they do so their self-belief and aspiration improves. They love to perform and many have a natural gift which, when nurtured, allows them to develop the confidence to go on and try for success in other areas of school. The pursuit of improvement toward excellence needs regular reinforcement with parents and the wider community. Specialist School Status will help us to achieve this through:

- Raising levels of attainment and therefore the aspirations and ambitions of our students through both vocational and traditional arts courses.
- Focussing on teaching and learning by further developing the skills and confidence of the teachers and support staff.
- Building confidence in the school amongst the stakeholders and in particular the parents, the Primary partners and the LEA.
- Engaging the community in creative learning and arts based projects, involving families, businesses, local artists and arts education groups.

Achieving specialist status will allow us to extend our commitment to supporting untapped talents within ethnic minority groups, disaffected young people and those with learning or mobility difficulties. We will provide affordable and attractive, non-threatening venues, for students, community groups and visiting artists, opening up new experiences and possibilities for the whole community and opportunities for achievement and success.

Why it's important for Wakefield

The Wakefield district and neighbouring areas are blessed with an abundance of artistic and creative stimuli, which contribute to social, creative, cultural and spiritual development. Local colleges and universities excel in arts but there are limited opportunities for graduates in the Wakefield area; we are determined to retain this wealth by working with the local learning partnership, providing innovative and stimulating projects to promote local regeneration. We see the school becoming an arts education centre for young people, providing the key link and support for students from the primary sector through to students in further education heading for Higher education. We believe we are in a unique position to provide a performing arts continuum of opportunity for students in Wakefield.

It is our belief that all students are entitled to the highest quality experience of the 'arts' and we aim to provide an imaginative, exciting, creative and inclusive environment. Out of hours provision provides opportunities for less able but enthusiastic students to perform alongside those with more experience. Our aim is to develop and nurture an interest and love of the arts amongst our students from before they join us; whilst they are in our partner Primaries through to after they leave us and study through the FE providers or perform in performing arts groups in the local area.

Partner primary and secondary schools, parents, community arts groups, college students, local business and industry will all benefit from sharing our specialist facilities. In consultation with the community we will create pathways that encourage the continued participation in the arts and provide routes for lifelong learning.

Why it's important for Cathedral School

We are deeply committed to the principles of becoming a Performing Arts specialist school. We believe that the opportunities specialist status will give us will provide our students and community with a richer and deeper educational experience enhancing their chances for life long learning in the arts and beyond. We are a school committed to inclusion and to raising standards and aspirations. Performing Arts status will help us to drive the development of performing arts education and achievement and in doing so bring confidence and pride to a community in need of hope and success.

As an inclusive inner city school we have developed effective strategies to support our most vulnerable and at risk students. The performing arts present clear opportunities to develop further inclusive support programmes for these students contributing to improvements in attendance and attainment. We are committed to developing opportunities for Gifted and Talented students across the school both through curricular and extra curricular activities. We would be able to extend this significantly through the opportunities specialist status would provide.

As a Specialist Performing Arts School our students will benefit through:

- The provision of exciting and innovative arts opportunities and experiences designed to develop and extend creativity.
- Raised standards in teaching and learning, in order to extend the talents of all and providing an inclusive learning environment.
- An increase in the quality and range of arts provision, education and training so that it meets individual and community needs.
- An expansion and enrichment of lifelong learning in the community, maximising opportunities for learning through creativity and embracing associated technologies. Establishing relevant and appropriate 14-19 learning pathways in collaboration with local FE and other post 16 education.
- Developing children's self esteem and aspirations so that they become confident members of a global community.

The Audit – Music, Dance, Drama

A guide

The Audit requires us to look at Music, Drama and Dance and identify the strengths and the areas of development for each subject across each Key Stage.

The following items have to be addressed in each subject for each Key Stage

Attainment, Quality of teaching and Learning, Quality of Curriculum Provision and Quality of Extra Curricula Provision, Current Take-Up, Quality of Management, and Levels of Resourcing.

Essentially the Audit indicates where we are and what is missing. This information will feed the School Plan you'll find in the next section. The school can't be challenged on its audit. If we fail to be accurate here then the individual plans laid out in the School Plan won't stand up!

Finally, we have to explain how we currently share effective teaching and learning strategies between subject areas (specialist and non-specialist) within our school.

We have decided not to include in this resume the subject specific Audit information but publish the submission material on sharing teaching and learning strategies in full.



Sharing Teaching and Learning Strategies

Teaching at the school is good. (Sept '04 HMI report stated that 67% of teaching was good or better); the learning is satisfactory or better and improving. Teaching and learning is at the core of school improvement planning. We have adopted common teaching approaches based on lessons learnt through the KS3 Strategy. The three part lesson, the use of starters, time frames and key words have given all staff a basic tool kit for lesson structuring. We recognise that we now need to work on the ingredients that promote good learning, use of assessment, literacy skills and effective plenaries. There is a programme of peer observations and management monitoring (QAV – quality assurance visits) in order to promote and share successful practice. We also use 'coaching', incorporating in house videoing of teaching, as a vehicle for teachers to offer mutual support and challenge.

The school works to three themes that influence strategic planning. These are 'keep learning going', 'know our children well' and 'allow teachers to teach'. It is appreciated amongst the school community that learning is the priority and that good teaching should lead to good learning and good relationships. We are committed to building an expectation amongst our teachers and support staff that we can improve in our teaching by learning from each other.

Our approach to self-evaluation of teaching and learning raises expectations of staff and students whilst promoting creativity and individuality. We believe that the performing arts will raise the self-esteem of many of our students, encouraging them to engage in learning across the wider school. We know that performing arts affects attendance levels (Rock Challenge and other performances) and that through the use of cross curricular learning opportunities we believe that teachers and students will be more confident in their roles and that attainment levels will be raised and sustained.

The School Plan

Introduction

We have to set out here our plans for development for Music, Drama, Dance and through these specialisms for whole school improvement

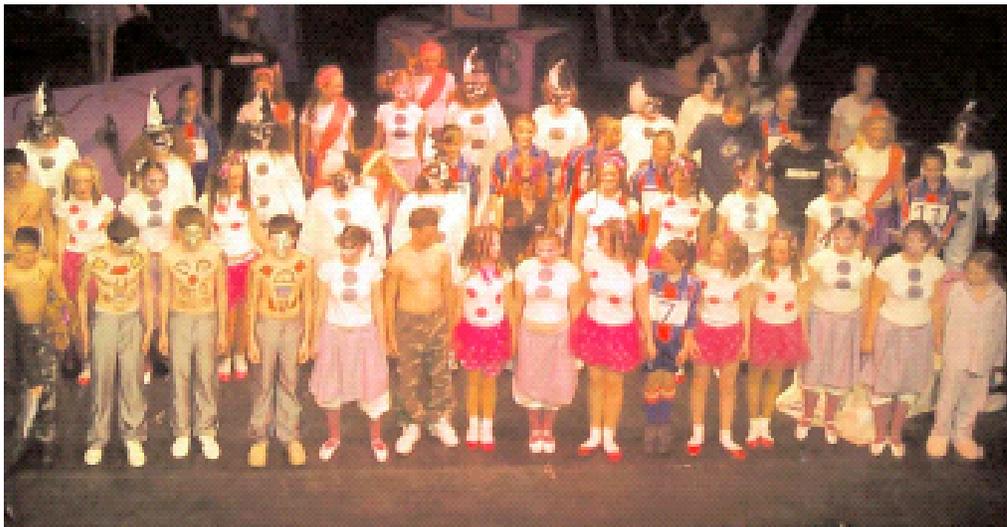
There is a detailed summary of each specialisms plans under these headings:

Attainment, Provision/Take Up, and Enrichment.

Targets are set for each key stage and an Implementation Plan set out. Then follows an outline of plans focusing on Provision/Take-up Enrichment and Post 16

In this resume we're publishing **the Outline of Plans for Key Stages 3/4 and Post 16 (Level 5)**. The core elements of these plans are almost identical for the three specialist areas so although they appear separately in the submission we can publish them here collectively.

Following this specialist subject material we're presenting the outline objectives for **Whole School Improvement**, and outline plans for **Sharing Best Practice** and **Business Employer Involvement**.



Music, Drama, Dance:

Objectives

- To raise standards of attainment in music, drama and dance at KS3 and KS4
- To achieve consistent high quality music, drama and dance teaching and learning across both key stages.
- To enhance out of hours learning opportunities in music, drama and dance – to include all ages, abilities, ethnic groups and genders.
- To increase provision and take up of music, drama and dance at Key Stages 3, 4 & 5

@ Key Stage 3 and 4

Outline of plans for Music, Drama and Dance

Provision/Take-Up

- 80-100 students studying Music, Drama or Dance /Exp.Arts./Perform Arts (Year 3/4).
- Curriculum review - phased implementation 2005-2009 See Whole school improvement plan.
- Review Y9 schemes of work to identify units of work where ICT can be used to enhance learning.
- Review Y11 schemes of work to identify units of work where ICT can be used to enhance learning (Year3). Evaluate and adjust.
- 50% of Music, Drama or Dance lessons to include ICT/recording and analysis of performance (Year 3). (15% - 2005)
- 70%+ of the KS4 cohort to be studying a performing arts GCSE/BTEC course by the end of year 4.
- Carry out a feasibility study into 'fast tracking' able Students with additional study in music (Year 3). Introduce 'fast-tracking' to a pilot Y9 group (G&T – Level7+) (year 4)
- Early start GCSE Music, Drama or Dance or Expressive Art (BTEC) in Year 9 – take exam at end of Year 10.
- Develop a new options structure to support 14-19 progression - Personalised learning programmes (Year 4).
- Appointment of teaching/instructor staff to include flexible contract hours to accommodate timetable requirements (Year 3).
- Extension of school day to incorporate extra lessons as necessary (Year 4). Evaluate and adjust through discussions with school Governors.

Enrichment

- Support “creative” work placements ensuring extension opportunities for talented students - partnerships with FE and HE & businesses. Year 3 - 30% of students on focussed work experience provision. Year 4 - 35%.
- Enhance the Music, Drama and Dance performance calendar to encourage students of all abilities and experience to participate:
- 4 Music, Drama and Dance groups /bands/ ensembles in each Key Stage. Monthly rehearsals.
- Increase in ethnic groups (esp. Pakistani Muslim) participation rates. (no involvement in music groups – 2005)
- Extend the use of Asian artists in residence (Year 3).
- Extended curriculum options and OOHL opportunities – (Year 3).
- Explore the use of music, drama, dance as a behaviour modification strategy (Year 3).
- Discussion re: the extension of the school day to incorporate extra lessons as necessary – (Year 4).
- Involve local businesses, community organisations, and media companies in students’ projects/coursework (Year 4).

@ Post 16 (KS5)

Outline of plans (Music)

- 2 week Summer School Bridging Course (Y11) with partner schools and Wakefield college - July 2008 and 2009.
- University and Music College taster days for Year 9 and Year 10 pupils - part of the school’s ‘Aim Higher’ project.
- Opportunities in Performing Arts days held each year - rotating between partner schools & college.
- Develop partnerships with FE and HE for student creative Y11 work experience opportunities. (Year 3).
- Introduction of shared 14-19 performing arts timetable, staffing and mentoring - Wakefield college and TCHS (Year 4).
- Establish second joint vocational (BTEC) course with Wakefield College 14-19.
- Establish first joint vocational course with Wakefield College 14-19 shared facilities, teaching staff and student mentors (Year 4).

@ Post 16 (KS5)

Outline of plans (Drama and Dance)

- Develop partnerships with FE and HE for student creative Y11 work experience opportunities. (Year 3).
- 2 week Summer School Bridging Course (Y11) with partner schools and Wakefield college - July 2008 and 2009.
- Establish second joint vocational (BTEC) course with Wakefield College 14-19.
- Est. first joint vocational (BTEC) course with Wakefield College 14-19. Shared facilities, teaching staff and student mentors (Year 4).
- Introduction of shared 14-19 performing arts timetable, staffing and mentoring - Wakefield college and TCHS (Year3).
- Performing Arts days held each year - rotating between partner schools & college – evening shows at Wakefield Theatre and on tour.



Whole School Improvement - outline objective

- To raise standards across the whole school:
- By achieving consistently high quality teaching and learning across both key stages.
- Through collaborative working and the development of 'out of hours learning' across the school.
- Through providing opportunity for students to achieve within the curriculum and through 'out of hours learning' opportunities.

Sharing Best Practice - outline of plans

- At least 70% of teaching staff involved in peer observations through the 'coaching pilot' – use of videos to support mutual lesson observations.
- Curriculum discussion (SIG) re: the nature of the pathways provision in light of 14-19 developments – impact on joint courses with FE and Partner Secondary Schools - in subjects other than Performing Arts.
- Curriculum planning (whole staff) re: plans for 14-19 provision – joint courses and shared provision with FE and Partner Secondary Schools - in subjects across the school.
- Explore introduction of 'virtual classroom' using school website and possible link with notschool.com net. This will give opportunities for school phobic/pregnant/ill/ excluded students to maintain their studies either short or long-term.

Business Employer Involvement - outline of plans

- 8 mentors to work alongside Y10 & 11 students. Supporting individual student's projects/coursework.
- Introduce and develop 'creative' work placements, ensuring extension opportunities for talented students - partnerships with FE and HE & businesses: Year 3 - 30% of students on focussed work experience provision. Year 4 - 35%.

Costing the School Plan

The bulk of this costing is for extra staff,(teaching and non-teaching), and staff development and INSET. The overall figure is in the region of £80,000

The Community Plan: Audit

This section is really a story of research and consultation:

- research into what the current provision is for the performing arts in primary and secondary schools and who is providing it;
- research into how the professional agencies and companies associated with the performing arts operate in our community;
- consultation with primary and secondary schools to find out how a 'local' specialist school for the performing arts might provide resources, expertise and opportunities for their staff and students;
- consultation with professional arts agencies and companies to find out how they might work with and for a local specialist school for the performing arts.

Here's the story!



Primary and Secondary Partnerships

A meeting with Partner Secondary Schools and Post 16 providers was held on 1/07/03 following informal consultations through the 14-19 'Cluster' meetings (Outwood Grange and City High) & through discussions relating to continuity & progression with FE providers (Wakefield College).

The following were areas identified for support:

- Providing specialist dance input to support introduction of AS course at partner school - Providing opportunities for performance - individual group – Sharing artists in residence - groups working together or groups working separately and then coming together to share performances – Joint training days on teaching and learning and creativity - Departments working together - possibly buying in training in specialisms - Development of joint courses with FE providers and promoting early access to advanced courses for accelerated entry groups - Shared technician support.

Regular (monthly) meetings with the LIG collaborative headteachers have identified opportunities for cross-schools subject meetings to share good practice and develop collaborative strategies and initiatives. The monthly subject meetings are to commence following a joint training day on 24.9.04. We are hosting the Performing arts subject areas. The School meets regularly with partner primary schools within the pyramid group and there is linked work taking place within the core subjects thus there have been many opportunities to discuss the proposals on an informal basis. Formal discussions took place in the June 2003 Pyramid meeting and this was followed by a formal meeting held on 2nd July 2003 where steering group members had the opportunity to consult with primary heads about plans for working together on raising achievement projects.

The following were areas that the primary heads felt would have most impact and where the School felt it could provide quality support:

- Developing music, dance and drama in Primary - providing model lessons and team teaching - Joint productions and events - dance, drama and music workshops for years 4-6 - Developing a primary Samba Group and dance troupe - Provision of training for staff in use of technology - Technician support for videoing performances - KS2- KS3 transition, common assessment of subjects across schools, INSET for Primary staff (TCHS led) all subject areas.

The Wider Community

The School already has links with several local community groups and it was difficult to single out those we would be working with specifically for the project. Opportunities would be sought to facilitate extending the provision to other groups and involve them in the training/activities wherever feasible. Detailed discussions took place with Bretton College, Wakefield College, Campitor Ltd. at St Catherine's Church Centre, Wakefield Theatre Royal and Opera House, Ballet Who, Momentum Dance and Pilot Theatre.

These groups were identified as main partners and the learning needs identified were:

- Possible development of promotional materials - Provision of training and performance venues for local community organisations and performing arts companies - Specialist dance provision availability for dance groups currently working in community halls - Shared training in the development of thinking, and performance skills - Opportunities to watch touring companies perform in rehearsals at reduced cost.

Arts Council England

Summary of Consultation with Regional Arts Council representative 5th June 2003: Mr S Flowers (Headteacher), Mr P. Heron and Mrs. J. Jones (Bid Coordinators) met with Ms S. Simm from Arts Council England to discuss the proposed submission for Performing Arts Specialist School status in October 2004:

- Proposals for buildings development - Potential areas for community development and partnerships - Potential sources of additional funding.

Arts Council England - continued

Mr. Flowers outlined the proposal in the context of the School, Wakefield Authority and the local community and indicated the positive support the School had received. Wakefield LEA is supporting our bid, as is the Diocese as The Cathedral High School is voluntary controlled. The School serves a deprived area of Wakefield and is in the lower part of the authority league tables. Students engage well with Performing Arts and recently in the Rock Challenge competition where they won the choreography section. The school has achieved Artsmark Silver and Sportsmark awards The Arts are leading subjects in terms of GCSE performance. The School proposed working with City High School (considering maths and computing specialism) and Outwood Grange (Technology status) to develop a range of excellent opportunities for students. There is already a natural progression for our students into Wakefield College Performing Arts courses. Students regularly perform in the community, for example providing a Samba Band at numerous functions and events, Trash & Dance Band at FE and HE events as well as partner primary schools etc. Ms Simm identified a number of Arts initiatives and developments in the area, which would be valuable to pursue. She advised consolidating current partnerships and extending through the avenues suggested. The focus of Wakefield MDC on extending support for the Arts was seen as very positive in relation to the School's proposals. A new pack was being developed to support the arts in education and this would be sent as soon as possible along with lists of contact numbers for key personnel within the organisations discussed. The Cathedral School indicated a commitment to involvement in a developing forum for Yorkshire specialist arts colleges. Positive contacts with local arts organisations and Wakefield Theatre Royal and Opera House have been made (second annual awards ceremony in the Theatre this July).



Local Business and Industry

To date we are taking every opportunity to access funding (including the Specialist School monies) which will allow us to develop new Drama/Dance teaching and performance spaces, enabling us to enhance and extend our present curriculum in the Performing Arts and provide venues for partner schools and community groups and arts companies.

- Partnership established with large local employer, 'Redcats' (Previously Empire Stores). Discussions and planning for collaboration in order to provide opportunities for Redcats staff and Cathedral students and staff. Development of presentation, communication and mentoring skills.

For example: mentoring students, training Redcats staff in presentation skills, foreign language training, hosting of Redcats board meetings and provision of conference and training facilities (e.g. ICT suites, language labs, performance and sports facilities)

Wakefield Performing Arts companies and agencies:

- Wakefield Arts Education Agency - forum strategy group member.
- Theatre Royal and Opera House – performances & awards venue – School is a 'friend of the theatre'.
- Hepworth Gallery, Wakefield – Education partner in their bid.
- Pilot Theatre - host school for summer theatre projects (2004)
- Momentum Dance company – school projects & workshops. (2004)
- Yew Tree – school-based Y6-7 transition project Pilot Theatre Company residency, producing a media pack, developing communication & presentation skills.

Community Plans ; Primary

Outline of plans: Music, Drama and Dance

- Working group to continue to share 'good practice' in music drama and dance and use their expertise in supporting cross phase transition (years 3 & 4).
- Music: Pupils in partner primaries improving attainment levels at KS2. (year 3 and 4) Evaluate and adjust support as attainment improves.
- Music, drama and dance - agreed and common assessment procedure in 4 out of the 6 Primaries (inc. Waterton & Methodist). (Year 3), all partner Primaries (Year4). Evaluate and disseminate to Primaries.
- Develop models of coaching and peer mentoring to develop teaching and learning through team teaching and coaching. Use video and Internet to facilitate mentoring and coaching (Year 4)
- Joint subject specific INSET with Secondary and 3 Primary partners and Highfield. (Year 4). Evaluate and disseminate to other 3 Primaries.
- Deploy the use of AOTTs in 4 partner schools (Mount, Lawefield, Snapethorpe and Waterton) – music, drama and dance workshops, and OOHL clubs and lunchtimes – esp. boys. (Years 3 & 4).
- Establish two joint primary and TCHS performances – music, drama and dance together - Autumn Term 2007 and summer term 2008. (Waterton & Methodist).
- Use the school as a venue for small and medium scale performances for partner schools and to deliver a summer school programme for gifted and talented students to develop their musical ability, to have fun and explore creativity (Year 3).
- Plan for subsidised access to local performances for targeted students from economically disadvantaged, ethnic minorities and non-academic family groups.
- Host an annual performing arts festival based in the school and neighbouring park to include partner schools and community groups. (Year 4).
- Host for all LEA specialist meetings by 2009 - central location.

Community Plans: Secondary

Outline of plans: Music, Drama and Dance

- Secondary schools to develop fast track opportunities in the dance – TCHS to pilot. (Year 3) Evaluate and disseminate.
- 1 additional partner school to develop fast track opportunities in the dance. (Year4) Evaluate and disseminate. Investigate possible joint ‘fast track’ course.
- To support school staff to improve attainment at KS3 in music, drama and dance lessons assessed to be good or better in all partner schools.
- To support school staff to improve attainment at GCSE and maintain improvement trends in music, drama & dance.
- Audit of expertise in teaching and learning - pairing of departments and sharing of good practice. Opportunities for team teaching, mentoring, coaching within specialisms and in supporting ITT to be developed. Extend partnerships for GTP/NQT/ITT/CPD. Establish the school as a training centre for P. Arts.
- Jan 2007 Timetable to be developed to allow TCHS music staff a minimum of 3 days access each year for selected a 2 partner secondary schools. Use video and Internet to facilitate mentoring and coaching for music staff. Joint INSET with Secondary (LIG collaborative) - subject specific. (Years 3 & 4)
- Develop a ‘creativity’ resource base across all sectors for use by staff from partner schools (Year3 & 4)
- Specialist equipment (including a loan service for instruments/equipment)
- Curriculum materials (e.g. lesson frameworks, starter activities, identifying)
- Provide work experience and work placement opportunities for talented Students (Year 3 & 4). Evaluate and adjust placements where needed.
- Music Therapy and behaviour projects – assisting behaviour and learning: pilot a project using music in behaviour therapy – employ a specialist teacher –
- 2 partner secondary schools concentrating on students in years 7 & 8. Pilot a project using of music in classrooms to set the mood for learning – years 7 & 8 – same two secondary schools – compare impact of both projects on behaviour and learning. (Year 3 & 4) Evaluate and disseminate.

Music Specific:

- Recording and mixing studio available, with technician support, to enhance KS4, A level and vocational coursework.
- Use the recording studio to create CDs and promotional materials particularly to support provision of information in community languages – Dbass (Synergy UK): on line recording project – collaboration between school music groups. Provide training in music technology for Students e.g. DJ courses, mixing
- Host for specialist music meetings including LEA and professional bodies.



Community Plans: wider community/business

Objectives

- To increase the links between local business and performing art groups with the school, by creating structured pathways with a common purpose to raise achievement:
- Redcats (used to be Empire Stores), Bretton hall, Wakefield Arts in Education Agency, Wakefield College, Momentum and LEAP dance companies, Pilot Theatre, Theatre Royal and Opera House etc.

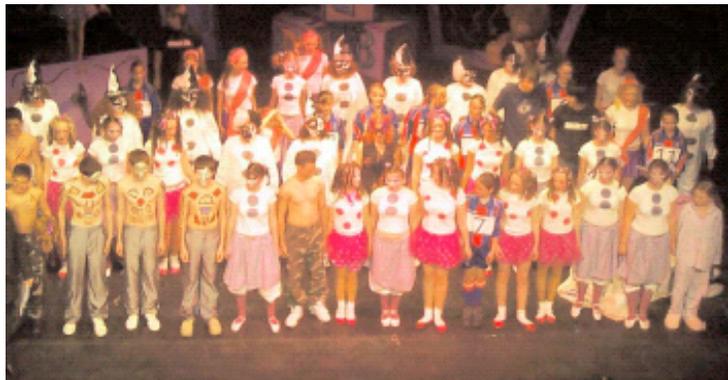
Outline of plans :Music, Drama & Dance

- Provision of rehearsal and performance space in Central Wakefield. Showcase for performances through rehearsals and performances for local community (25 % increase in both years 3 & 4).
- To develop the school's capacity to host weekend, school holiday and twilight conferences. (Large and small meeting rooms, subject specialist areas and catering). Possible joint provision with College. Local business to use the facilities to host training and to use school staff to deliver ICT, Languages, Music, Dance, Fitness and drama. (inc. Redcats and other local employers)
- To develop a speciality in hosting Asian Weddings for the local community.
- Hosting and leading 'personal skills' workshops for groups of staff to develop skills for working with teenagers in Social Services, Care Homes and secondary school. Using the school's expertise in 'coaching' (use of video and peer mentoring to share and develop good practice). (1 per year)
- Extension of partnership through outreach workers supporting disaffected students. Involvement of students and staff in projects to improve life in disadvantaged wards, street performance, fund raising and workshops. (to be organised with the CROSS and St Catherine's projects)
- Networking of professional and amateur arts groups and companies – leading to annual performance for enthusiasts.
- Pilot Fashion Show to cross over art forms (Performance, music, dance, drama, art and design and technology. – invitations to community and partner schools to participate (Year3).
- Spin off dance clubs to be established (Year 3& 4).

- OOHL and community development manager to co-ordinate a performing arts festivals at Theatre Royal (Year4) – dance, drama and music – collaboration of school and community groups. Develop through school based OOHL in music, drama and dance the number of students becoming AOTTs.
- Development of Exhibition / Gallery space for school, college and university students, also and local artists. Working with other Galleries in the district to exhibit work on a regular, agreed cycle.
- Performances and workshops at the new Hepworth Gallery (2009). (Once opened – programme to be arranged)

**Costing for Community Plans during Year I
(2005/06 academic year)**

This will focus on teaching and non-teaching staff appointments, staff development, ICT and transport. The cost will be in the region of £46.000



Evaluation and Monitoring

We live in a culture of accountability. Gaining public funding requires us to be accountable for the monies invested in the school's development. This part of the submission may seem the least exciting, but it's probably the most important!

The Delivery of the Project subject to the School's continuous improvement procedures with ongoing self-evaluation and review:

Strategic Management Group

This will be responsible for the monitoring and evaluation process described, comprising the Performing Arts Management Team with co-opted members, School Governor (Chaplain & community governor), School Link Adviser, Business Manager, Assistant Head (Curriculum), OOH & Community development manager, local community leader, Asian community leader, local business and employer, Headteacher.

Curriculum Management

This will be the responsibility of the Performing Arts Management Team, comprising Bid Co-ordinator, Head of Faculty (i/c drama), Heads of Dance, Music and Art.



Annual monitoring and evaluation cycle:

September:

- Each discipline to complete Standards Audit recommended by Specialist Schools Trust (to be superseded by the Specialist Dividend – in line with the DfES Audit for Specialist schools) so that the Performing Arts Management Team can prioritise planning. External consultant will receive documentary evidence from the Performing arts Management Team to demonstrate progress towards the Specialist School Targets and will report progress to the Leadership Team, Governing Body and DfES as required.

February & July:

- Two substantial reports to the Leadership Team, Governing Body covering progress on School and Community plans Review by Head of Performing Arts and co-opted representatives with subject co-ordinators of:
- Student Progress (individual and departmental). Possible referral to targets and presentation to governors re: any need for intervention in target reviews.
- Departmental progress (Specialist Schools Trust Audit & Specialist School Status targets).
- Work with the ‘wider community’, data collection and observation of progress.
- Departmental review of evidence through:
 - Lesson observations.
 - Team teaching.
 - Work sampling and standardisation.
- Review meeting between Head of Performing Arts and Assistant Head Curriculum.
- Review by Head of Performing Arts, Community Links co-ordinator and School Chaplain re:
 - Community activities.
 - School partnership activities feedback received.
- Review meeting between Head of Performing Arts and a school Governor with designated responsibility for Performing Arts.

Addition Contributors to the Evaluation:

- Fortnightly meeting of Performing Arts Management Team with attendance by co-opted once per half term.
- Head of Performing Arts to report to Leadership Team monthly and to staff meeting half termly.
- Weekly school newsletter will highlight achievements and celebrate success.
- Termly Performing Arts newsletter which will be distributed to partners and within the community.
- The Performing Arts website section will publicise and report activities.
- School Publications will provide an overview of activity e.g. prospectus and Governors' Annual Report to Parents.
- Annual report to schools pyramid and LEA.
- Minutes of meetings – Management team, subject meetings, Leadership Team meetings, School Improvement Groups etc..

Outline of Capital Project

Contribution to new build

£20,000 (£430,000 from LEA Building Fund)

Current dining/school hall will be extended through the new build. This will create capacity for school catering to be sited in one space. This in turn will release three spaces, one for each of music technology, dance and drama. Music will benefit from a new studio (recording and technology). Dance will gain a large studio and drama will gain two rehearsal spaces. This new build will release teaching spaces for drama, dance and music technology. Their purpose designed spaces will improve the quality of teaching and learning, increase levels of attainment and support increased provision and participation.

Refurbishment or adaptations

£58,500

The spaces released by the new build will require refurbishment before they can be used for teaching. New walling and flooring to dance/drama areas. New box room for recording studio and removal of wall for music technology suite. Performance theatre - black out and decorating alterations. Upgrade of lighting. Facilities and equipment to enhance capacity for new examination courses and more Students participating. This will also make it more attractive to local performance groups and support extra-curricular activities and partnerships.

IT equipment and software

£7,500

20 keyboards linked to PCs. Upgrade of recording equipment. Software for producing demos and recordings. Equipment will facilitate new curriculum options and allow greater access for Students and community groups.

Other furniture and equipment

£63,500

Performance hall: Terraced theatre seating.; Matting/mirrors/flooring (dance studio); Stage workshop materials and equipment; Digital recording - audio / visual. This will result in enhanced local reputation for hosting performance groups and events. Use by primary partners as a venue and workshop base.

Total	£580,000
Less Sponsorship of	£50,000
LEA Grant of	£430,000
Total Grant sought from the DfES	£100,000