

Appendix A

Theatre partner's level of involvement in STEP 2006

All theatre partners proposing to participate in the STEP Festival agree to abide by the following requirements:

- Willingness, wherever possible, to embrace opportunities to collaborate and share resources with other Members.
- A commitment to building the STEP Festival into the core Education programme of the organisation, and developing STEP work in partner schools throughout the year to achieve long term learning objectives and strengthen partnerships.
- A commitment to including the organisation's STEP Festival activities in their core Education funding or fundraising strategy.
- A commitment to supporting and actively promoting the STEP Festival as an opportunity for teachers to produce action research and tangible evidence of the benefit of the work carried out in schools.
- To cooperate with the STEP Festival's monitoring & evaluation procedures and actively contribute to the evaluation process. To produce measurable evidence of achievements.
- To nominate a member of staff responsible for liaising with the Festival Director regarding the booking of the organisation's festival activities and where possible, providing additional information and support to assist in the successful take-up of the organisation's festival activities.
- To provide informative material on their organisation as requested by the STEP Festival Marketing team.
- To submit copies of the organisation's Child Protection Policy, Health and Safety Policy, Equal Opportunities Policy and Codes of Practice relating to their Education activities or programme.
- A willingness to disseminate information about the STEP Festival in whatever way appropriate to the organisation.

All theatre members of STEP can expect the following benefits:

- Membership of a supportive network of Theatre Organisations that share the aims of STEP.
- Year-round inclusion on STEP Website, which is currently maintained by Southwark Council and is promoted in Southwark educational establishments.
- Membership of the STEP e-group for receipt and dissemination of news and information.
- The opportunity to apply for funding from STEP Festival core funds for activities included in the STEP Festival programme.
- Publicity and profile through inclusion in the STEP Festival brochure and the Festival press and marketing campaign.
- Assistance in developing relationships with Southwark educational establishments in relation to STEP Festival activities.
- Invitation to the STEP Festival annual launch event, which is also a networking event for Member Organisations.
- Potential to share resources and skills, and collaborate with other Member Organisations.

Please note that the indicated funding amounts associated with each level are for guidance only, and the exact amount attached to each project can only be finalised once all bids for programme have been received.

Level One – with no funding support, but possibility for in-kind support exchange.

Level one will include involvement in the STEP festival as a passive partner. This might involve looking at the theatre's current programme and highlighting events that are suitable for involvement in the STEP festival brochure, flagged up as an associated event but not supported financially by the festival.

The benefit to the theatre is to build their audience, and this could be highlighted through the provision of, for example, a two-for-one ticketing scheme. They will also benefit from the profile that a STEP festival event brings to their theatre, for example a youth theatre performance could be included.

The benefit for the festival is to be able to offer audiences access to theatre events, possibly at a reduced price. Also the possible benefit of an exchange of in-kind support, for example through shared publicity. Additionally, this level of involvement may attract new theatre partners not previously involved in the festival, with the possibility of relationship-building for future festivals.

Level Two – with limited financial support (less than £1,000) – top up funding to add a new element to an existing project.

This level would involve partners who would like to develop part of an existing programme of work, possibly to extend the project to new partner schools, to prolong the life of a project, or to add an extra element to the current work – i.e a showcase performance.

The benefit to the theatre is to be able to build on a known, existing project and to maximise the potential of that project through further outreach or additional elements. Again, the potential of raising the profile of their project through the festival and the development of new partnerships for future projects.

The festival will benefit from a partnership with a known project, and the associated profile of that project. Possibility of outreach to schools who are reluctant to take on a new project, and outreach to the schools already partnered to the project.

Level Three – with potential for medium level funding (£1,000 – £2,500). Development of a project along the theatre's agenda.

This level of funding would support a new project, developed for the STEP festival but very much with the theatre's agenda in mind, so perhaps to develop partnerships of the theatre's choosing, or a planned piece of theatre that has potential to attract interest from schools - the funding would support an outreach programme or workshop.

The theatre would benefit from additional or seed funding from the STEP festival. Additional benefits are of inclusion in STEP festival marketing and the possibility of building new partnerships with other theatres involved in the festival, as well as the potential to raise the profile of their event through involvement in the STEP festival.

The festival will benefit from being involved with the development of a new project, and possibly tying in some of the festival's aims for new partnerships. Other benefits include the inheritance of plans and research carried out by theatres in preparation for an existing idea, and that theatres are more likely to fundraise independently to extend the project for their own purposes.

Level Four – with potential for medium to high level funding (£2,500 – £4,000). Development of a project in direct consultation with the STEP Festival.

This level of funding would be awarded to partners looking to develop projects in consultation with the STEP festival.

The theatre would benefit from the extra funding that this project level attracts, as well the possibility of working closely with the STEP festival to develop a new project, and helping to fill gaps in provision. This level of involvement could also lead to fruitful new relationships between the

venue and other local theatre practitioners and schools, with potential to build on these relationships to develop work during 2007 for the STEP festival.

The festival would benefit from a high level of involvement in the planning of these projects, ensuring that all key objectives and targets are met, that the STEP festival is promoted appropriately and good standards are maintained at this level of investment. Also, the possibility of developing key relationships over two festivals would meet the need, identified in past evaluation reports, to deliver long-term learning objectives and sustain relationships between partners, building on the short-term provision previously associated with the festival.

Level Five – Work commissioned by the STEP Festival to meet identified needs and fill programming gaps.

Work in this area will be commissioned directly by the STEP Festival, or the STEP Festival will develop a project brief which will be open for tender by theatre partners. Theatre partners will be invited to tender for commissioned work once projects at this level have been fully developed and funding has been secured. *Theatre partners may not bid for involvement at this level until invited to tender.*

Potential to create new pieces of writing and theatre developed in association with young people, aiming to represent all Southwark communities. Possibility of working towards a published play, or portfolio of plays, to prolong the life of the work. This level of work would probably be planned over a two year period, with a work in progress show case event in 2006, and the final presentation in 2007. The theatre or theatre practitioner would benefit from the possibility of working in very close collaboration with both the STEP festival and school partners to develop a unique piece of work in partnership. The possibility of a high profile presentation of their work in 2007, and the further possibility of the publication of their work. The development of a long term relationship with a school partner. The STEP festival would benefit from the development of a piece of work in direct response to the needs identified by the festival.

Appendix B

Target Schools for STEP 2006

Primary

Drama Champions –

Goodrich
Townsend
Tower Bridge
Goose Green*
John Donne*
Robert Browning
Charles Dickens
Oliver Goldsmith
English Martyrs
Grange*

Other –

Alma*
Ilderton*
John Ruskin*
Southwark Park
Rye Oak*

Secondary
Waverley

Geoffrey Chaucer
Walworth*
Charter
Kingsdale
Peckham Academy

Special Schools -

Beormund
Spa*

*** Indicates non-participation in STEP 04
or 05**

Additional schools not involved in STEP 04 or STEP 05 –

Primary –

Camelot
Michael Faraday
Cathedral CE
St John's & St Clements CE
St Joseph's (0339)

Secondary –

Archbishop Michael Ramsay

Special Schools –

Bredinghurst
Tuke

Nursery Schools -

Ann Bernadt
Dulwich Wood
The Grove
Nell Gwynn

BLF Schools:

Victory
St Saviours & St Olaves
Dog Kennel Hill
Peckham Park

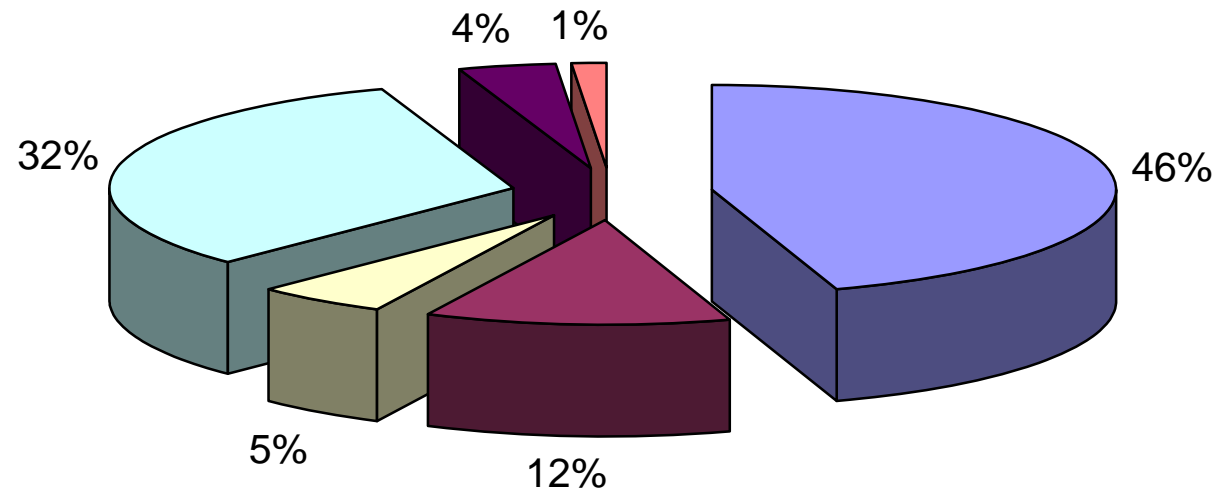
Appendix C

Teacher	School
Lara Agnew	Alma Primary School
Kathy Eaton	Aylesbury Early Years Centre
Martine Jean-Baptiste	Aylwin Girls School
Juan Carlos	Aylwin Girls School
Charlie Wegner	Bacons City Technology College
Jo Andrews	Beormund Special School
Tracey Bridge	Bessemer Grange Primary School
Maria Sendonari	Camelot Primary School
Sarah Nunn	Charles Dickens Primary School
Nevena Popovic	Cherry Gardens Special School
Lucy Horsnell	City of London Academy
Julie Evans	Cobourg Primary School
Maria Slattery	Comber Grove Primary School
Patricia Boyer	Dog kennel Hill Primary School
Deborah Sellick	Eveline Lowe Primary School
Jo Williams	Geoffrey Chaucer Technology College
Matt Smith	Goodrich Primary School
Fiona Hollingsworth	Goodrich Primary School
Tim Barnes	Goodrich Primary School
Anne Lloyd	Goose Green Primary School
Sarah Wragg	Grange Primary School
Clive Niall	Guys Evelina Hospital School
Emily Mann	Harris Girls Academy East Dulwich
Angus Macdonald	High Shore Special School
Edwina Davis	John Donne Primary School
Claire Eastwood	Keyworth Primary School
Carol Braithwaite	Kingsdale Secondary School

C. Pridell	Kingsdale Secondary School
Jackie Engelberg	Michael Faraday Primary School
Liz Gaskill	Nell Gwynn Nursery School
Suzanne Parrott	Notre Dame RC Girls School
Kelly Lake	Oliver Goldsmith Primary School
Jane Scarsbrook	Peter Hills Primary School
Anna Smullen	Pimlico School
Jay Ralph	Robert Browning Primary School
Jonathan Clithero	Southwark College
Kelly Yarrow	St Edmund's Catholic School
Vera Jajechnyk	St Johns RC Primary School
Annabelle Birleanu	St Pauls C of E Primary School
Paula Willcox	St Saviours & St Olaves Secondary School
Kate Walsh	Summerhouse PRU
Marcia Patterson	Surrey Square Primary School
Michelle Fielding	Surrey Square Primary School
Penny Parrskeva	The Academy at Peckham
Lucy Williams & Olliver Haden	The Charter School
Cat Day	Tower Bridge Primary School
Eleanor Weeks	Tower Bridge Primary School
Robinne Curtis	Townsend Primary School
Ash McLeod	Walworth Secondary School
Angela Hilley & Sandra Howe	Willowbank PRU
Mina Mawson	YESS

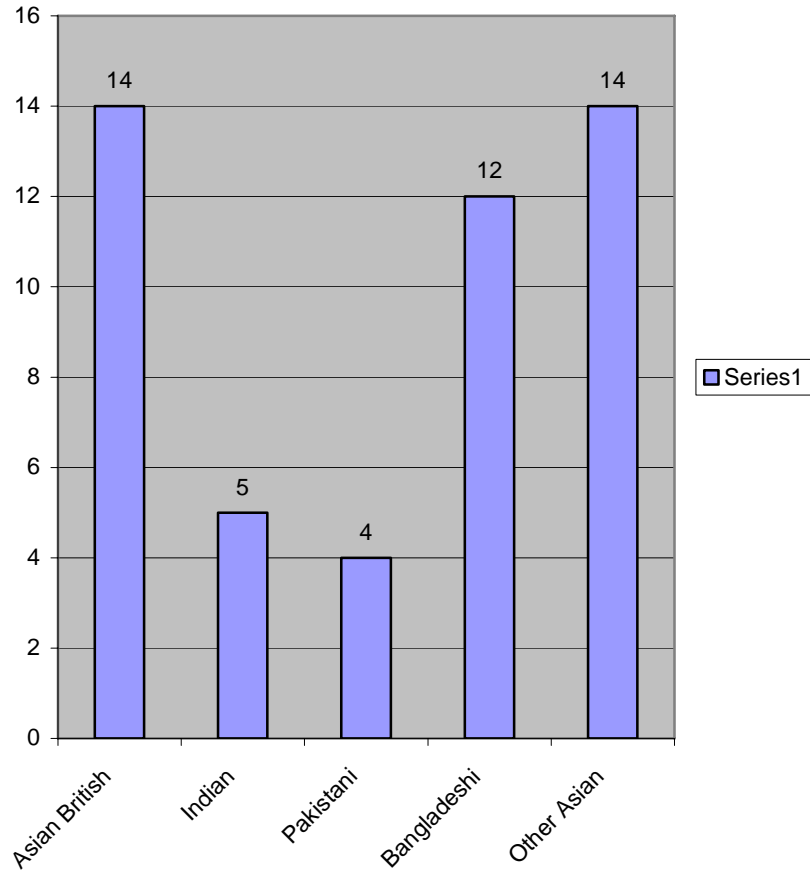
Appendix D

Overview of STEP Participant BME Statistics

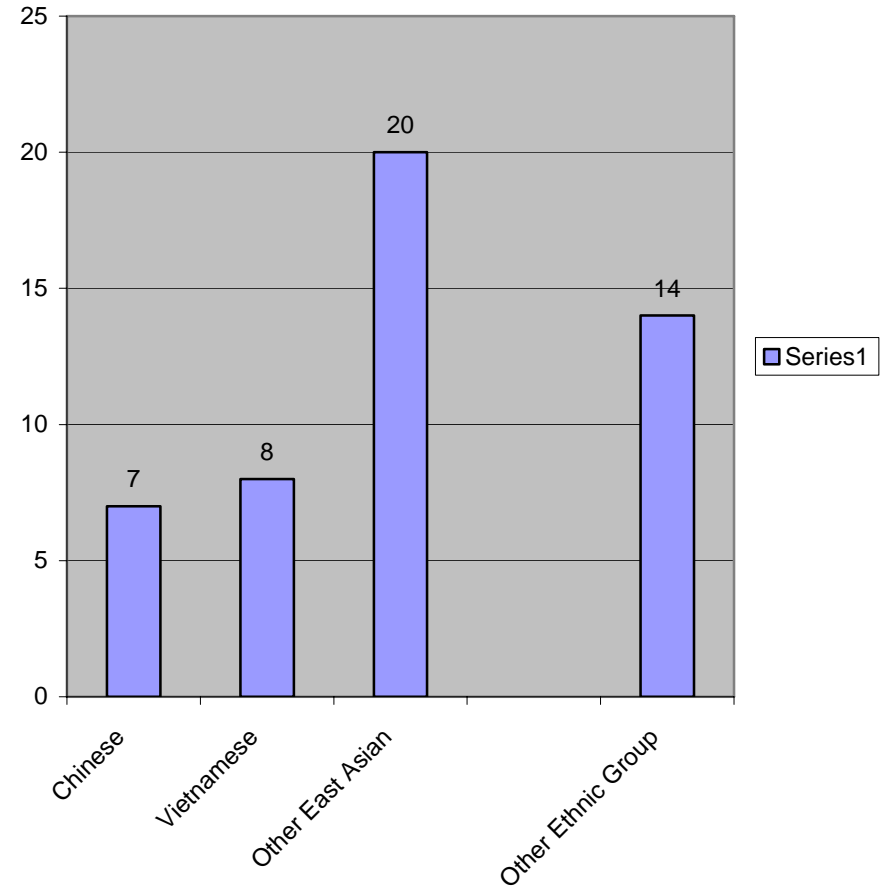


White Mixed Asian Black East Asian Other

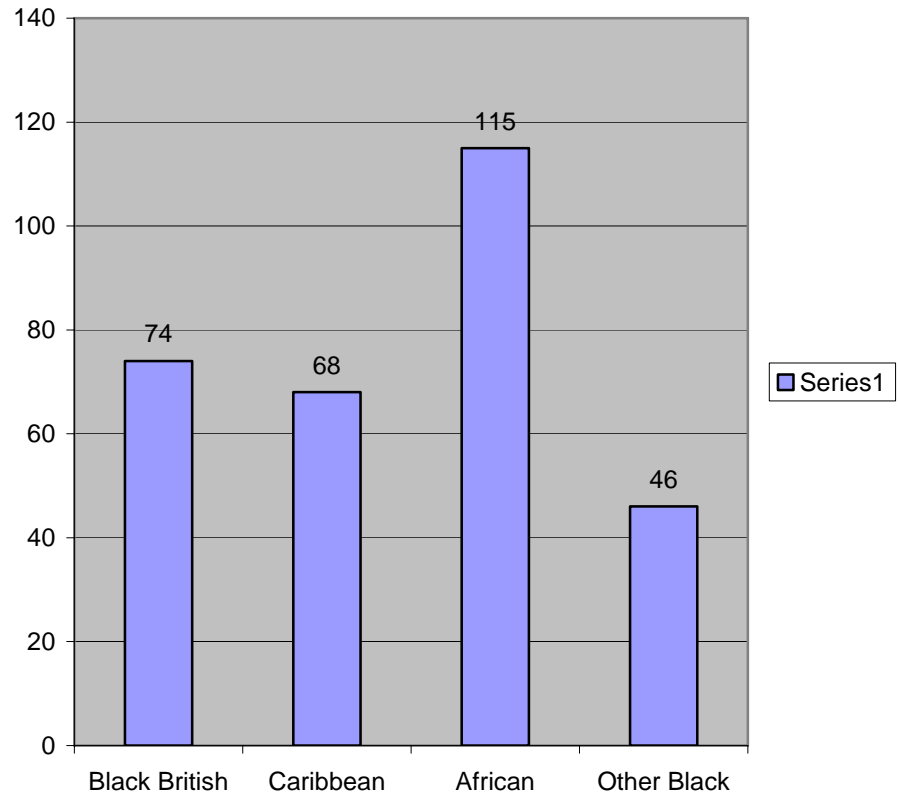
Asian Background



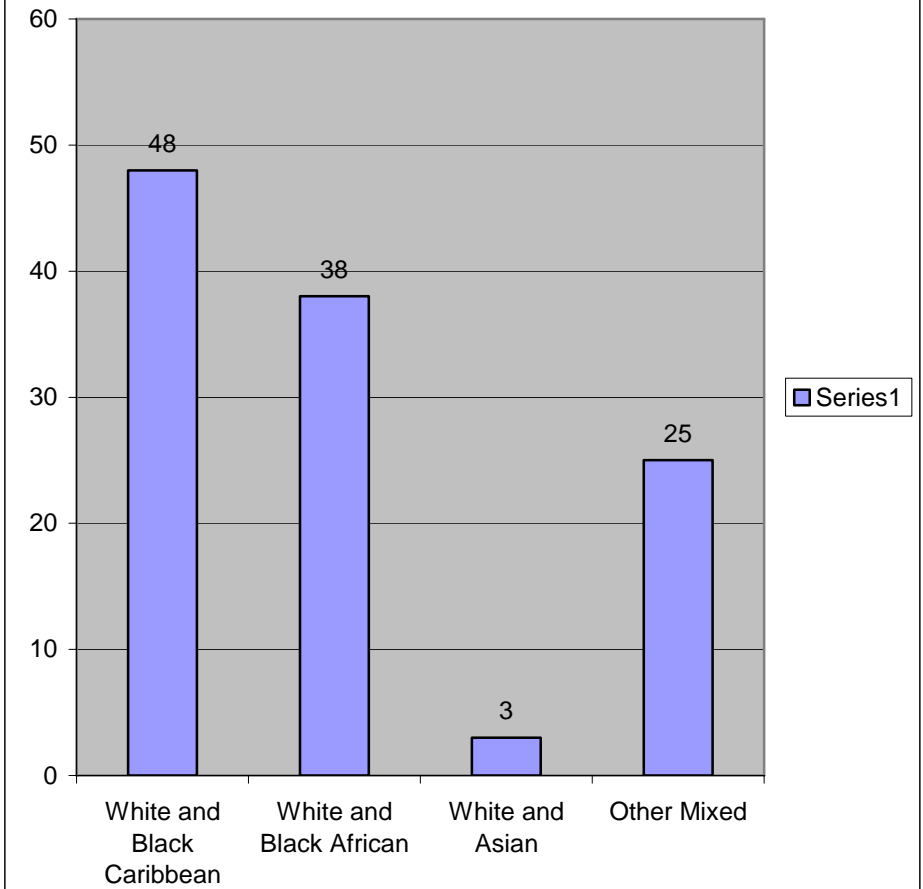
East Asian and Other Backgrounds



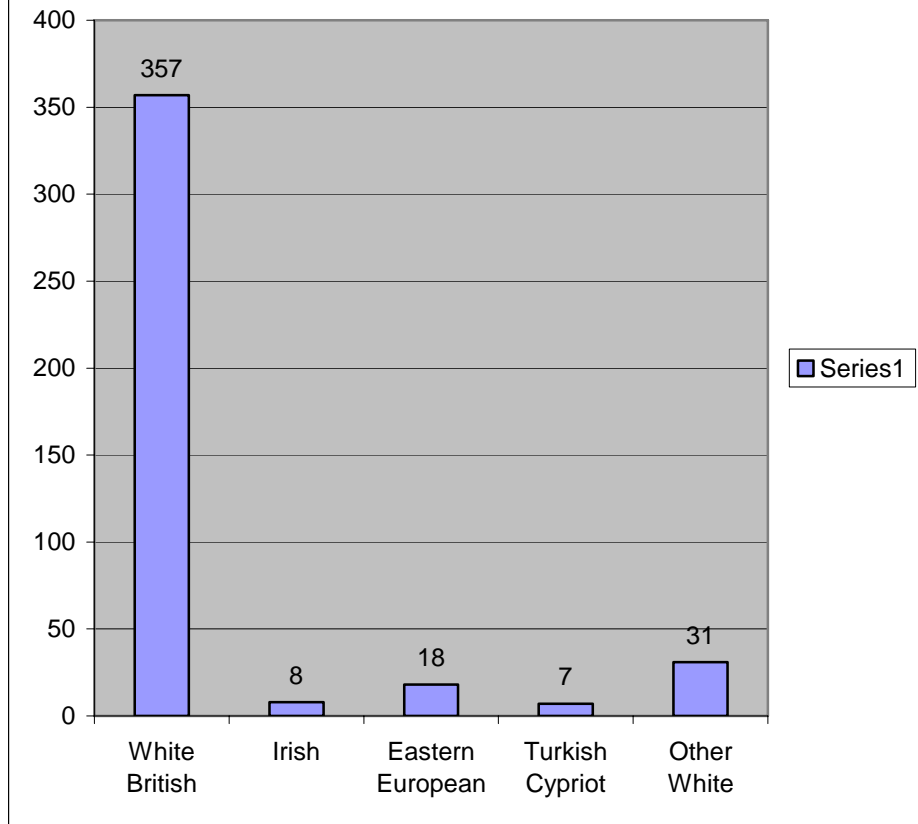
Black Background



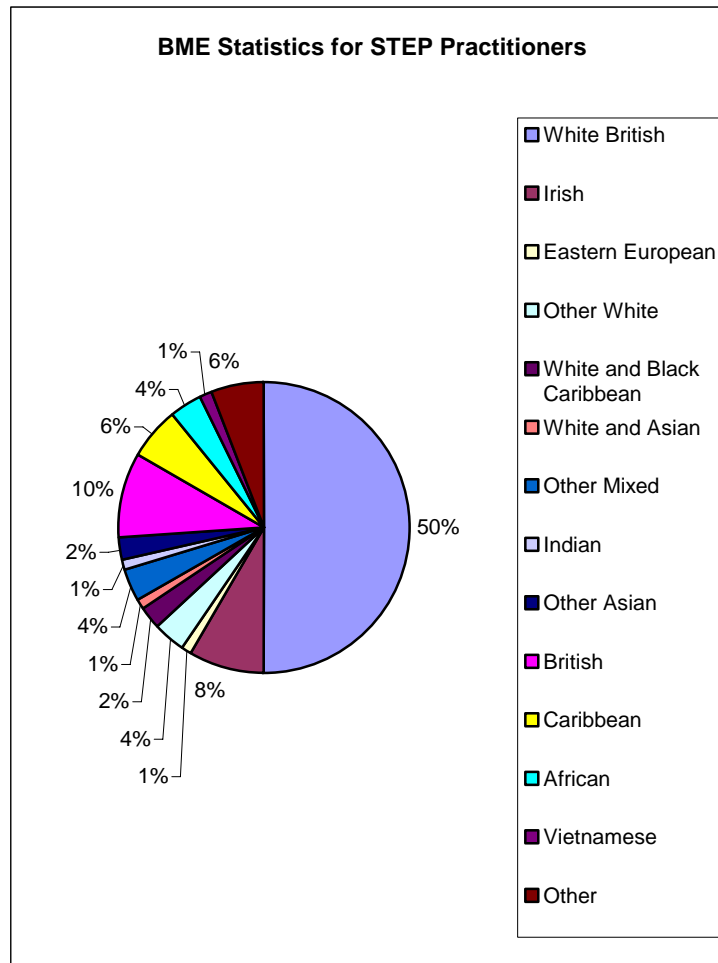
Mixed Background



White Background



Appendix E



Appendix F

Evaluation Schedule – STEP Festival 2006

The Context

The STEP Festival is now in its third year and has developed from the pilot run in 2004 where 13 Theatre partners worked with 32 schools to deliver 22 STEP projects throughout the borough. In 2005 the number of theatres involved grew to 16, involving 45 schools in 24 projects. This year's programme is being run by 24 theatre partners, and aims to involve around 55 Southwark schools during the course of delivering its 32 projects. The festival has introduced a focus (Steps to Writing) for the first time, developed in partnership with Southwark Education and drawing on feedback from the Drama Champions project, to ensure that the projects are related, and to generate some material to assist in monitoring and evaluation tasks.

STEP's overall remit has developed since 2005 to introduce year-round activities (such as the Drama Champions project), and although the focus remains on the festival as a way of highlighting and profiling the work of STEP, the longer term projects have assisted in STEP's development as a partnership and will ensure that STEP remains a key partner in the delivery of cultural entitlement to young people in Southwark. The trend for year round projects has been embraced in the programming of this years festival, with the festival piloting a number of projects specially commissioned with the aim of rolling them out throughout the next year, and culminating in the STEP festival 2007. The provision of these year round activities are of course subject to funding, and the evaluation schedule aims to provide key information to support future funding bids.

Aim

The STEP Festival 2006 will bring together Southwark theatres and schools to work in partnership, to offer young people and their teachers across the borough the opportunity to access the rich and diverse resource of local theatre and drama education work.

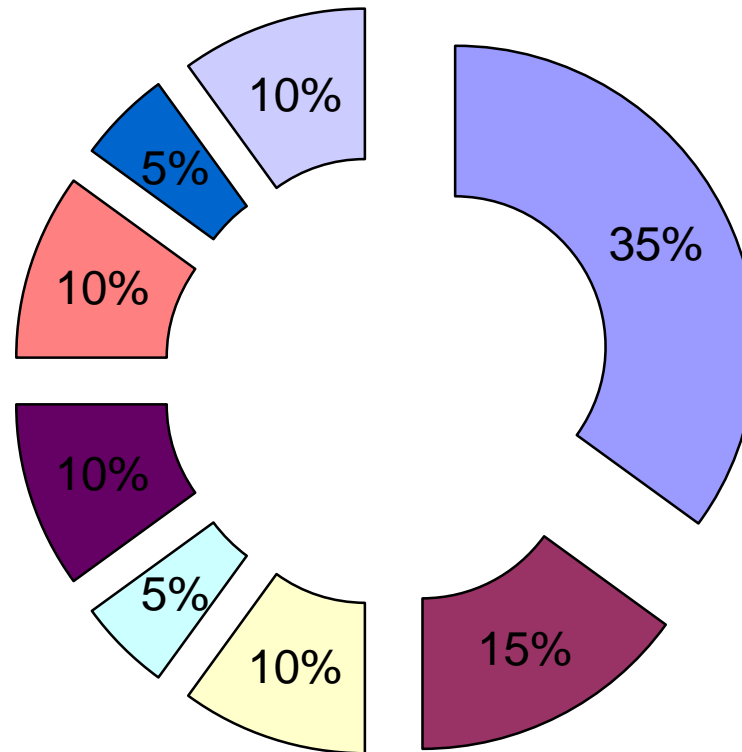
Objectives	Measures of Success	Data Collection	Benchmarks	Outcomes
<p>To ensure that STEP develops a programme representative of Southwark's culturally diverse communities. To encourage new partnerships between theatre companies and practitioners to assist in this aim.</p>	<p>Percentage of BME artists involved in delivering STEP projects.</p> <p>Number of projects developed involving new theatre partnership work.</p>	<p>Theatre monitoring form.</p> <p>Theatre monitoring form.</p> <p>Theatre evaluation.</p>	<p>35% BME artists involved in delivering STEP projects.</p> <p>2 new partnerships formed.</p>	<p>50% of STEP practitioners from another background than White British.</p> <p>3 new partnerships formed.</p>
<p>Development of work in line with the festivals focus of 'Steps to Writing'.</p>	<p>All STEP projects result in participants generating a written response.</p>	<p>Theatre evaluation.</p> <p>Participant written response – collected by theatres.</p> <p>Teacher evaluation.</p>	<p>80% of participants engage in written response.</p> <p>50% of written responses demonstrate improvements.</p>	<p>Impossible to measure as almost no teachers returned work.</p>
<p>The development of an action research and evaluation element to all STEP work, aimed at teachers involved in</p>	<p>Teachers fully participate in projects and engage in evaluation tasks.</p>	<p>Teacher evaluation.</p> <p>Theatre evaluation.</p>	<p>Target rate of response: 80% of teachers participate in action research task.</p>	<p>Teachers did not engage with this as hoped, with 8% completing and</p>

STEP to help address the raising standards agenda and cultural capital for pupils, staff and the school community.		Participant written response.	90% of teacher evaluation demonstrates a need for STEP activities.	returning forms. 100% of evaluation praised STEP.
Strengthen existing and develop new longer-term partnerships with schools.	Theatres work with a balance of new and existing partner schools.	Theatre monitoring form.	Theatres work with a target of 40% new partners. Target of 15 schools involved with no previous involvement in the STEP Festival.	75% of schools reached had not worked with their theatre partner before. 24 new STEP schools.
Promoting Continued Professional Development in schools and exchange of skills and expertise between theatre practitioners and teachers.	Theatres encourage teachers to participate fully in the project and promote skills exchange during the process.	Teacher evaluation. Theatre evaluation.	90% of teachers record a positive impact on their practice as a result of participation.	85% recorded a positive impact.
Raising and sustaining the profile of theatre and drama in Southwark.	Theatres participate in promotion opportunities all evaluation tasks, and actively encourage	Press coverage. Opening event.	1 article in national press. 2 articles in local press	Coverage on BBC website. 5 articles in local press.

	longer term partnership building opportunities.	Theatre evaluation. Teacher evaluation.	1 short radio interview 1 instance of short TV coverage	2 radio interviews. No TV coverage.
Encouraging partnership between theatre companies and practitioners in order to share good practice and maximise resources. Develop in kind exchange (i.e. sharing venue space)	Willingness of theatres to engage in partnership work. Number of projects involving partnership work. Number of instance of in kind exchange.	Opening event attendance. Closing event attendance. Closing event feedback. Theatre monitoring form.	Theatre evaluation demonstrates a willingness by 70% of partners to become more involved in partnership work. 8 projects developed involving partnership work. 1 instance of in kind exchange between partners. 30% of partners willing to engage in future projects involving in kind exchange.	100% of theatres interested in partnership work. 6 projects delivered in partnership. No in kind exchange took place this year. 65% of partners willing to engage with in kind exchange, especially skills sharing.

Appendix H

Charging for STEP Survey Results



Appendix I

STEP Festival Closing Event Notes

Focus of *Steps to Writing*

- Focus is useful for projects that have been devised specifically for STEP, and more of an add on to existing projects that are programmed into STEP.
- The focus was not a selling point for schools.
- The focus was brought in too late to be effectively planned into projects.
- The Focus serves to give the festival an identity and pull together the various partners.
- Value of writing focus came in giving the participants a moment to process and reflect and absorb what had happened, to personally develop and build on what they have been offered.

This years evaluation process

- STEP should facilitate the evaluation – it shouldn't be down to theatre companies as this adds to work load. There needs to be more preparation and follow up work to build this in.
- Theatres found it awkward to give very busy teachers more work to do by having to complete evaluation forms.
- Too many forms.
- Difficult to pass forms on to teachers who tend not to have email addresses.
- Ethnic monitoring should be simplified as categories sometimes confusing and don't match with school's way of categorising.
- London Bubble built evaluation into the project at the end of the session with both participants and teachers. This a very effective model – should be used more widely.
- Where practitioners decided to carry out interviews rather than leave the forms for the teacher to fill out (in order to ensure that the task was completed), the practitioner felt awkward asking the questions that STEP chose to address.
- Different approach required for short workshops versus longer, more involved projects.

Application and proposal process

- Levels of involvement need to be simplified – some found it hard to see where they fitted in.
- Deadline too tight.
- Useful to show the different ways to get involved with the festival.
- Not clear how much support would be offered by STEP at that stage.
- Action research – teachers not ready to engage with this, and also there are questions about how STEP defines 'Action Research'.
- Text boxes not good as a way of formatting – difficult to work with.

Marketing and brochure design

- Useful as a lasting resource to raise STEP's profile.
- Attractive.
- A5 good format.
- Directory useful for teachers and schools.
- Good strong image, which was used as a way of branding this years festival.
- STEP as a bridge between curriculum and artist – make this more explicit in the brochure.
- Perhaps a number of smaller documents that sell by bullet points on how activities relate to the curriculum.
- Application form – some questions about whether this is actually useful given culture amongst teaching staff.

Linking to curriculum

- Idea of highlighting to teachers how STEP can be used to serve the delivery of the curriculum – mapping the festival to elements of the National Curriculum.
- Theatres not up to speed on the curriculum – STEP to hold some kind of briefing to allow practitioners to access the curriculum and see how their projects might fit in to it.
- Better understanding can inform the production of a teachers pack and perhaps even allow theatres to plan follow up lessons for the teacher to carry out with class – this more effective than action research/producing writing. Structured follow up to work that enables teachers to embed the learning.
- Concern that the curriculum might start to dictate and smother the creativity.
- What about art for art's sake?
- Different companies/projects will achieve this to different degrees.

Timing of festival

Problem with end of year – students are finishing off one year and heading into the next – activities most useful (certainly at secondary) as a spring board into.

Longer run into the festival needed – liaison with teachers should start the previous term (March – like the Drama Champions model).

Further Discussion

- Nominal fee where schools buy in could assist in the teacher's involvement.
- Positive outcomes: Teacher's preconceptions of student's ability (i.e an EAL group who 'couldn't write') completely overthrown.
- Enjoyment of writing and freedom to write as they want to, in own space and form.
- Aim should be to nurture and help develop the artist in the teacher, no 'us and them' feeling, so careful planning with teaching staff v. important, especially for projects in school.
- Most positive experiences are when the teacher gets fully involved themselves and leads by example.

- Planning meeting v.important to let the teacher know exactly how it will be , down to the smallest details.

Governance of STEP

Coral Flood also reported on the ongoing development of STEP, that the steering committee plan to constitute STEP and set up an independent bank account to avoid conflicts of interest in future fundraising with host companies. The first steps in becoming more independent.

Also, on the hosting of STEP beyond 2007, as the council is unable to continue acting as a host partner. A call for feedback on the idea of a theatre company hosting the post of STEP festival director and the general programme. Any suggestions as to what would make the offer attractive to companies?

Appendix K

Income		Expenditure	
Big Lottery Fund	39250	Programming	50790.32
Southwark Council - Culture Service	27671.07	Festival Management	25450.8
Financial Times	25394.43	Drama Champions Programme	18707.53
PricewaterhouseCoopers	10000	Marketing	16008.45
Arts & Business	5000	Work Experience Programme	4256
Creative Partnerships	4000	Opening Event	3829.08
Better Bankside	3000	Closing Event	530
D'Oyly Carte Charitable Trust	2500	Evaluation	500
NRF (c/f from 2005)	2000	Young Critics Project	443.36
Southwark Council - Education	2000	Access	300
	120815.5		120815.5

Appendix L

Schedule for STEP 2006 – 2007

October 2006	November 2006	December 2006	January 2007	February 2007	March 2007
<p>STEP constituted & bank account set up.</p> <p>Funding strategy drafted.</p> <p>Fundraising begins.</p> <p>Recruitment of Youth Forum begins.</p>	<p><i>STEP business plan drafted, including three year funding strategy.</i></p> <p>STEP Steering Committee reviewed and new members recruited.</p> <p>Outreach to new education partners.</p> <p>Audit of Drama provision in Southwark schools.</p>	<p>Consortium bid for STEP funding.</p>	<p>Youth Forum recruited and meetings set up.</p> <p>Continuation of year round projects, where funding is available.</p> <p>Opening Event planned.</p>	<p><i>Fundraising complete.</i></p> <p><i>Programme for STEP festival 2007 finalised.</i></p>	<p><i>Festival brochure produced.</i></p> <p>Marketing begins.</p> <p>Recruitment of intern.</p>