



INDEPENDENT SCHOOLS INSPECTORATE

SACKVILLE SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Sackville School
DfE Number	886/6058
Registered Charity Number	N/A
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Head	Mr Peter Lane
Chair of Governors	Mrs Georgina Masefield
Age Range	11 to 18
Total Number of Pupils	181
Gender of Pupils	Mixed (142 boys; 39 girls)
Numbers by Age	11-16: 146 16-18: 35
Inspection dates	07 Mar 2012 to 09 Mar 2012

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in November 2007.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed through the following link: www.legislation.gov.uk. Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Equality Act 2010 (including race, gender, special educational needs and disability).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. The grades used by ISI and Ofsted are different to reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and for Achievement the descriptor 'exceptional' is available in addition.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

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Reporting Inspector

Former Headmistress, GSA school

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Sackville is a small, co-educational day school for pupils aged from eleven to eighteen which aims to provide individual learning based on traditional values. Pupils are taught in very small classes with the aim of enabling personalised learning to take place. The school aims to create a positive atmosphere within the school and prides itself on the way it cares for individuals. Through its pastoral care and activities programmes the school seeks to foster and develop the individual strengths of its pupils.
- 1.2 Set in extensive grounds close to Hildenborough in Kent, the school is based in a historic building, with additional teaching rooms close by. Pupils travel some distance to the school from a range of local towns, including Tonbridge, Tunbridge Wells and Sevenoaks. Most are from professional families, with few from minority ethnic groups in Years 7 to 11, although about a fifth of pupils in Years 12 and 13 are from China. Almost all pupils leaving the school in Year 13 go on to study at a university.
- 1.3 Originally founded in 1987, the school was bought in 2006 by Cognita Schools Ltd, which is responsible for 54 schools across Britain, Europe and South-East Asia. Cognita forms the governing body and has responsibility for the financial planning and overall direction of the school.
- 1.4 At the time of the inspection there were 181 pupils in the school, with significantly more boys than girls. Sixty-five pupils have been identified as having special educational needs and/or disabilities (SEND), of whom 57 receive additional support; four of these pupils have statements. There are eight pupils with English as an additional language (EAL). Most pupils are admitted at age eleven or thirteen and the ability profile in the senior school is in line with the national average, with a wide spread of abilities represented. In recent years, students from overseas have joined the school in the sixth form. The ability profile in the sixth form is below the national average.
- 1.5 Since the previous inspection there have been two new head teachers, who joined the school in 2008 and in 2009. In this period the development of facilities has included the addition of new changing rooms and showers, a general upgrading of information and communication technology (ICT) facilities including a new ICT room, and the expansion of the art studio. A new website has also been created.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of pupils' academic and other achievements is excellent. The small community of Sackville enables pupils to thrive and to achieve very well in relation to their abilities. Pupils are known as individuals; their talents are fostered and they receive the appropriate challenge and support to make the maximum progress in their academic subjects. All have the opportunity to study a broad and balanced curriculum, though this is tailored to suit individual needs at GCSE level. Pupils' performance at GCSE level has been good, and in the past three years results have improved. Pupils are making good progress in relation to their abilities. At A level, results have been below the national average for maintained schools; however, in 2011, the school achieved 100% pass rate at A level. An interesting range of activities enables pupils to develop in extra-curricular areas, with a number of individuals becoming expert in a diverse range of pursuits, including fencing, athletics and show jumping. Pupils' work in art and drama reflects high levels of creativity.
- 2.2 The quality of pupils' personal development is excellent. They are confident, articulate and friendly young people who are sensitive to the needs of others. They respond quickly to help anyone with a problem and are keen to support those in the wider community less fortunate than themselves, whether pupils in a village in Africa, or political prisoners around the world. High-quality pastoral care underpins their success and enables them to flourish. Relationships between pupils and between adults and pupils are excellent. Pupils are well supported by robust safeguarding and child protection policies and procedures and health and safety arrangements.
- 2.3 The effectiveness of governance and management is good. Cognita provides a good level of support with development planning and ensures that initiatives are adequately funded. Training is provided, as required, for example to develop management and data handling expertise. Leadership in the school is also good and responsible for a range of new initiatives to develop pupils' progress and enhance their educational experiences.
- 2.4 The school has taken steps to address all the recommendations of the previous inspection: development planning is now firmly embedded, a robust system of appraisal has been implemented, the place of religious education (RE) in the curriculum has been reviewed and developed, and a well-planned course of personal, social and health education (PSHE) is provided for all pupils. However, there is still the need to monitor the policies and procedures of the school more rigorously.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is available through the link described in the Preface)

- 2.5 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Ensure that all policies and procedures are monitored effectively by both managers and governors.
 2. Increase opportunities for pupils to use information and communication technology (ICT) in lessons.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils are confident, numerate and articulate; they learn effectively in groups or individually and many enjoy expressing themselves creatively, with particular expertise observed in drama, technology, textiles and art. They are competent users of ICT, although opportunities to use this in lessons are limited.
- 3.3 The following analysis uses the national data for the years 2008 to 2010. These are the most recent three years for which comparative data is available. Performance at GCSE level has been above the national average for maintained schools with improvement shown over this period. The achievement of pupils identified as having SEND, and those with EAL, is also good, in line with that of other pupils at the school. The levels of achievement at GCSE indicate that progress is good in relation to that of other pupils of similar ability, with the progress of those with SEND and of those who are identified as being gifted and talented being above that of others in the school. At A level, results have been below the national average for maintained schools. However, in 2011, the school achieved 100% pass rate at A level. The school has just started to use standardised assessment tests in the sixth form to measure ability and progress. On the evidence seen in the inspection, inspectors judged progress in the sixth form to be good in relation to ability. Almost all pupils go to university on leaving the school after Year 13, following courses as varied as business economics and furniture and product design.
- 3.4 Pupils achieve well in a range of activities, with individuals playing at county level in a variety of sports including netball, swimming and football, and at national level in athletics, fencing, riding and cross-country running. Teams participate regularly in tournaments in a number of sports, and groups enter dance and singing competitions. In DT, pupils have won awards for their A-level work in competitions for the Young Craftsmen of the Year and also for the Young Designer of the Year. Pupils also take part in the UK National Mathematics Challenge, achieving success up to gold level.
- 3.5 All pupils, including those with SEND and EAL, achieve very well in lessons in relation to their abilities, with many making excellent progress. Many pupils with SEND develop greater independence in learning as they move through the school, showing perseverance and a desire to succeed. Those who are gifted and talented (G&T) respond well to more challenging tasks and questions. Pupils are keen to learn and work diligently when set tasks, either independently or in groups. Girls and boys work well together, contributing equally in class and learning with equal effectiveness. They willingly respond to questions, articulate their ideas confidently and ask for help when it is required. In the previous inspection, learning was judged to be good; it is now excellent.
- 3.6 Pupils have positive attitudes to their work and come to lessons prepared to work hard. Their books are very well organised and great care is taken by almost all pupils to present written work neatly. For many pupils, this represents an excellent achievement. They acquire very good skills for learning and are enthusiastic in lessons.

3.(b) The contribution of curricular and extra-curricular provision

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum provides a very good coverage of all areas of learning, enabling pupils to develop the skills, knowledge and understanding which they need to make progress. Together with an extensive extra-curricular programme it assists the school in fulfilling its aim to cater for the individual needs of each pupil.
- 3.9 The curriculum is broad, and is appropriate for all ages, abilities and needs. It consists of seventeen subjects until the end of Year 9 and allows for the opportunity to study two modern foreign languages. At GCSE level there is a core of six subjects with up to three additional subjects from a choice of sixteen. The majority of pupils study nine GCSE subjects, four at AS and three at A level. Since the previous inspection the curriculum has been expanded to include more choices at all stages of the school. New subjects include RE, philosophy, dance, law and psychology. The curriculum is flexible, in order to accommodate the requirements of individual pupils.
- 3.10 Since the previous inspection, the PSHE course has been extended to include all age groups and it makes a very positive contribution to the pupils' development. The curriculum is varied and relevant, and has developed the pupils' understanding of key health and social issues. Pupils of all ages spoke positively about this course. A cross-curricular initiative, introduced into Year 9 to help pupils gain a holistic understanding of the Second World War, has also been well received by the pupils and plans are in place to extend this initiative into Years 7 and 8.
- 3.11 The careers education is of a very high standard and greatly appreciated by the pupils. It enables them to make informed career choices and involves parents in the decision-making process. Older pupils can attend the school's annual careers fair and university open days, and have opportunities for mock interviews and for work experience placements. The programme also includes information about studying abroad. Sixth-form pupils interviewed during the inspection spoke very highly of the careers guidance they had received, younger pupils of the guidance given when selecting GCSE options.
- 3.12 Extra-curricular provision has developed since the previous inspection and pupils now have the opportunity to take part in a wide range of activities, including drama, sport and music on site; or a number of off-site activities. Pupils in Years 7 to 9 choose one activity each term, enabling more pupils to experience the most popular clubs, and participation is compulsory until the sixth form. Pupils speak very highly of the provision. From Year 9 pupils have the opportunity to take part in the Duke of Edinburgh's Award scheme and in the sixth form, Young Enterprise.
- 3.13 The curriculum is supported and enhanced by links with the community, such as theatre visits, trips abroad and fieldwork. Pupils take part in cultural visits and enjoy trips for pleasure, such as ski trips and visits to Sicily and Morocco. Links with the community are further strengthened by the music outreach programme, through which pupils entertain members of the local community. They also support local junior schools in numeracy and literacy, and take part in a project which provides holidays for young people with disabilities. The school has recently established links with a school in Kenya and is fundraising to build and equip classrooms there.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 Teaching supports the aim of the school to nurture and develop the intellectual potential of every child. It contributes significantly to the pupils' progress and achievements.
- 3.16 Teachers know their pupils well and plan lessons with individual needs in mind. Teachers regularly enthuse and motivate their pupils to enjoy and engage with their learning; they encourage them to achieve at their highest possible level. Excellent relationships ensure that pupils are prepared to take risks. For example, in a Year 10 drama lesson the teacher successfully encouraged a pupil to step into a role for an assessed piece, replacing an absentee, despite initial reservations. Teaching is carried out in small classes, with high levels of specialist support, which enables pupils to develop self-esteem and confidence in their ability to succeed.
- 3.17 Teachers have good subject knowledge and vary pace and tasks to maintain pupils' interest. They make good use of a variety of resources, although only limited opportunities are provided for pupils to use ICT in lessons. Teaching provides opportunities for revision, reinforcement and extension. In the majority of lessons observed teaching was good or excellent, with very few which were unsatisfactory. Opportunities are provided for pupils to work individually, in pairs, small groups or teams, helping pupils to reinforce learning through discussion and to think independently. Relevant homework tasks are used to reinforce and extend learning and marking is now regular, with most containing specific advice for improvement. Teachers ensure that pupils know both their target grades and their current standard; they provide clear guidance about how to improve upon their current performance.
- 3.18 Teachers make good use of the outcomes of the pupils' regular self-assessment, and their own assessments, to inform their planning. They have high expectations of their pupils in both their work and their behaviour. Schemes of work are comprehensive. Teaching extends into form time, which is used effectively to enhance pupils' personal development, reinforce their learning and support their organisational skills.
- 3.19 In class, learning is tested through quizzes, teachers' questions, audiotapes or images projected on to the whiteboard, ensuring that pupils have a range of opportunities to consolidate their understanding. Half-termly assessments, using National Curriculum levels, ensure that pupils' progress is regularly monitored, leading to any necessary intervention. Teaching takes account of preferred learning styles. During the inspection, teachers asked pupils to answer questions orally, but also to write down responses on personal whiteboards in history and mathematics, to put cards into a sequence to reinforce learning in psychology, to stand up whenever they heard 'au' in a Year 7 French lesson, and to project their solution to a problem on to the interactive whiteboard in ICT. Teaching ensures that those with SEND or EAL receive appropriate support. All pupils benefit from the school's personalised approach. Pupils of all abilities, including the most able, are effectively challenged. The school fully meets the needs of those pupils with statements of special educational needs, as confirmed by formal annual reviews.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 Pupils of all ages are caring, tolerant and supportive of one another. They demonstrate increasing confidence as they move through the school and develop a sense of self-worth and respect for others, interacting well with pupils in all age groups and also with adults. Their behaviour during the inspection was exemplary.
- 4.3 Pupils' personal development is enhanced by the curriculum, encouraging creative expression in subjects such as art and music, and reflection on spiritual matters in RE and tutor time. Spiritual reflection is enhanced by the weekly church service and the links which exist between the church and the RE department.
- 4.4 Pupils' moral development is fostered through the school's pastoral systems. Pupils demonstrate a clear understanding of right and wrong. They are keen to defend victims of injustice. Year 9 pupils, for example, have worked with their form tutor to learn more about human rights. They have written to prisoners of conscience around the world and are raising awareness in the school of the work of Amnesty International. Pupils' moral awareness is enhanced by discussions in subjects such as PSHE and RE, where Year 10 pupils discussed the social effects of gambling and showed maturity and awareness when considering the need to make responsible choices.
- 4.5 Pupils are aware of social inequalities and try, through fund-raising activities, to help those less fortunate than themselves. They demonstrate a sensitivity towards the needs of others in the school, offering help when it is needed. Whether working together to prepare a form assembly, or in ensemble work in drama, or in sporting teams, pupils demonstrate an excellent awareness of others and the motivation to work effectively together to achieve a common goal. The personal development of older pupils is supported by participation in the Duke of Edinburgh's Award scheme in which teamwork and personal responsibility predominate and where self-confidence and support for others are developed. They acquire a good knowledge of public services and institutions through the PSHE programme and through trips to parliament and law courts.
- 4.6 Pupils' personal development is enhanced by opportunities to take up positions of responsibility, for example as a form officer or as a mentor for a younger pupil. Through the school parliament pupils contribute ideas and listen respectfully to the views of others. The sense of belonging to a community is developed by the house system, which brings together pupils of all ages and helps to cement relationships.
- 4.7 Pupils' cultural awareness has been developed by the increased number of overseas pupils in the sixth form, who are fully integrated and respected within the school community, and by the school's current project to build classrooms in Africa. In interviews with inspectors, pupils were keen to point out what they had to learn from these opportunities find out more about life in other countries. Pupils' cultural awareness is reinforced through the curriculum and also through cultural trips to art galleries and theatres, and by participation in school music and drama productions.

4.(b) The contribution of arrangements for pastoral care

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Teachers know their pupils well and relationships with them are friendly and relaxed. The care given to all pupils, including all those with SEND, is exemplary and greatly contributes to their personal development and happiness. In their interviews with inspectors, and in their responses to questionnaires, pupils spoke very positively about their teachers and affirmed that teachers showed concern for them as individuals and helped them to learn. Relationships between pupils of all age groups are also excellent, with care and concern for others shown on a daily basis.
- 4.10 The PSHE programme educates pupils about how to make healthy choices and pupils have the opportunity to eat healthily, with a good range of nutritious foods on offer. However, pupils are able to select meals which are unbalanced. The benefits of exercise are well understood by the pupils and many take advantage of physical exercise in activities extending beyond the school day.
- 4.11 The school has effective procedures for promoting good behaviour and robust policies to guard against harassment and bullying; pupils reported that any such incidents are rare, but if they occur they are promptly and firmly dealt with. School rules are respected and the pupils demonstrate good manners. The school has a suitable plan to improve educational access for pupils with SEND.
- 4.12 Pastoral systems ensure that any issues are dealt with promptly and effectively, through regular communication between staff and with pupils. These arrangements help to make this a happy school in which all pupils feel secure.
- 4.13 Pupils can express their views through the school parliament and also through a suggestions box. Although some pupils in their questionnaire responses said that they did not have good opportunities to express their opinions, the inspectors found that current arrangements were adequate and those interviewed during the inspection agreed with this view.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.14 The arrangements for welfare, health and safety are good.
- 4.15 They contribute well to the pupils' personal development, in line with the school's aim to promote their well-being. All matters raised in the previous inspection report have been effectively dealt with although not all monitoring of policies and procedures has been sufficiently rigorous.
- 4.16 All aspects of welfare, health and safety are taken seriously and considerable improvements have taken place since the previous inspection. A health and safety committee meets regularly and reports outcomes to the whole staff. An appropriate log is kept of accidents and action taken, where required. Those overseeing the safe recruitment of staff are fully trained. Safeguarding arrangements are secure and have regard to official guidance; staff are appropriately trained in this area. All necessary measures are taken to reduce the risk from fire and other hazards, with fire safety awareness an integral part of continuing professional development. The staff induction programme also includes training on safeguarding, risk assessments and fire safety awareness.

- 4.17 Good procedures are in place to protect the welfare, health and safety of the pupils on educational trips and visits. Appropriate risk assessments are carried out whenever necessary. Those members of the non-teaching staff who are responsible for the safety and security of the site take great pride in their high standards and help to reinforce the sense of a caring community. A suitable number of staff are trained in first aid and are confident in providing initial care. A medical room is available for pupils who are unwell. The admission and attendance registers are properly maintained and stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is good.
- 5.2 There have been significant improvements in governance since the previous inspection and almost all the matters raised in the previous inspection report have been dealt with effectively. The company's appraisal policy has now been introduced and members of the Cognita team support the school by providing training, including some for those with management responsibilities, at both the school and at head office. Any additional training is encouraged and provided.
- 5.3 A Cognita education officer has the role of chair of governors for the school and regularly visits the head teacher to discuss issues, including whole school development. Together they work on a development plan which staff members have the opportunity to discuss and influence, before it is taken to head office. The development plan focuses on such matters as educational standards and the provision and deployment of resources and staffing. Cognita's education and finance teams work with the head teacher to ensure adequate funding for the initiatives identified in the development plan, and monitor outcomes. There are limited opportunities for parents to meet informally with the chair of governors.
- 5.4 In addition to ensuring fulfilment of the school's aims, Cognita also provides support to ensure compliance with regulatory requirements, including an annual review of safeguarding and child protection arrangements. However, as in the previous inspection, some of the monitoring of key policies and procedures, including some for welfare, health and safety, has been insufficiently rigorous.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management, including links with parents, guardians, carers and guardians, is good.
- 5.6 Leadership and management help the school to meet its aims of working with parents to nurture and bring out the potential of each child to the full. Those who lead and manage ensure that school policies are implemented effectively.
- 5.7 The new senior management team is driving the school forward, providing clear educational direction. A newly formed leadership team provides opportunities for a wider group of staff to contribute to self-evaluation and development planning and the whole staff is invited to discuss key issues before the leadership group meets. Members of staff value this consultation, feel part of the decision-making process and are committed to any changes which are introduced. The development plan sets priorities for the school and monitors progress towards achieving them. Newly introduced systems for assessing, monitoring and reporting pupils' progress are helping to ensure consistency across departments and to drive up standards. The performance management scheme facilitates professional discussions and increases opportunities for the sharing of best practice in teaching and monitoring.
- 5.8 Opportunities for training are now good; they provide for the continuing professional development of staff, helping to ensure that new initiatives, for example, those

concerned with educational development, are implemented effectively and that training for safeguarding, welfare, health and safety is kept up to date. Training requirements noted through the performance management system are addressed and monitored. The school has good systems in place for supporting and guiding newly qualified teachers. There are efficient and appropriate arrangements for checking and recording the suitability of appointments to the school.

- 5.9 Middle managers monitor well; regular lesson observations and the scrutiny of pupils' performance data and books ensure consistency in applying teaching and learning policies and contribute to maintaining high standards. Meetings take place across the curriculum to enable those working in single-person departments can share ideas and receive support. Those with pastoral responsibilities also communicate regularly to provide an integrated response to pupils' needs. However, the monitoring of some other whole-school policies and procedures, including some for welfare, health and safety, has not been sufficiently rigorous.
- 5.10 The school maintains very good links with parents and in their questionnaires most said they were happy about their children's progress. They also noted that they received timely responses to their questions. Any concerns they might have are dealt with promptly and sensitively, and any complaints are handled in accordance with the published complaints policy.
- 5.11 The new website provides a great deal of useful information, including access to key policies, enabling all parents, including prospective parents, to learn more about the school. The website is attractive and easy to navigate and provides a wide range of pertinent material about the school. A parents' portal has such information as work set for pupils and sports fixtures, enabling parents to keep track of their children's commitments. High quality e-newsletters are also sent regularly.
- 5.12 Parents are informed about their children's progress through detailed reports at the end of the school year and, at the end of all other half terms, they receive grade sheets indicating their National Curriculum levels, GCSE or A-level grades, and their effort and standard in homework.
- 5.13 Some parents in their responses to questionnaires reported that they felt the school did not encourage them to become involved. However, the inspectors judged that there were many opportunities for them to do this. Parents take part in the annual careers fair and provide work experience placements for interested pupils. They share subject expertise where relevant, for example supporting a law class or offering guidance with writing a curriculum vitae. They attend sports fixtures and occasional assemblies, are invited to harvest festival and the carol concert and can join the parents' and teachers' association. They can also be a member of the parents' advisory committee or assist at the annual arts performance in a local theatre. Parents are also included in some welfare initiatives, such as how to protect pupils from cyber bullying.

What the school should do to improve is given at the beginning of the report in section 2.