



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Lancing College Preparatory School at Worthing

June 2022

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School's Details

School	Lancing College Preparatory School at Worthing			
DfE number	938/6029			
Registered charity number	1155150			
Address	Lancing College Preparatory School at Worthing 122 Broadwater Road Worthing West Sussex BN14 8HU			
Telephone number	01903 201123			
Email address	worthing@lancing.org.uk			
Headteacher	Mrs Heather Beeby			
Chair of governors	Mr Martin Slumbers			
Age range	2 to 13			
Number of pupils on roll	193			
	EYFS	34	Juniors	114
	Seniors	45		
Inspection dates	14 to 17 June 2022			

1. Background Information

About the school

- 1.1 Lancing College Preparatory School at Worthing is an independent co-educational day school. It was founded in 1930 as Broadwater Manor School, taking up its current name and joining the Lancing College family of schools in January 2014. The school is administered by the governors of Lancing College.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school aims to ensure that all pupils aspire to love learning, be kind and go out into the world to do good.

About the pupils

- 1.4 Most pupils come from a range of professional families living within a 20-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 38 pupils as requiring support for special educational needs and/or disabilities (SEND), such as specific learning difficulties, physical difficulties and social, emotional and mental health difficulties. No pupils in the school have an education, health and care (EHC) plan. Five pupils speak English as an additional language (EAL), whose needs are supported by their classroom teachers. The curriculum is modified for pupils identified as the more able in the school's population, and also for other pupils who have special talents in sport, drama, music and art.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all abilities, including those in the EYFS, make excellent progress.
 - Pupils' communication skills are excellent. They listen attentively and are highly articulate and confident speakers.
 - Pupils acquire increasingly sophisticated study skills as they move through the school.
 - Pupils have highly positive attitudes to their learning. They are extremely happy learners who are eager to learn.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils across the school show high levels of self-understanding and enthusiastically assume responsibility for their own learning.
 - Pupils are able to distinguish right from wrong. They are able to take responsibility for their own behaviour having highly positive relationships with each other and with staff.
 - Pupils make an outstanding contribution to the lives of others in the school and wider community.

Recommendation

- 3.3 The school should make the following improvement:
- Strengthen pupils' learning and skills in areas that they choose themselves beyond the formal curriculum.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all abilities, including those in the EYFS, make excellent progress. Pupils' excellent achievement is supported by senior leaders' ambition for a broad curriculum, which is carefully monitored, and the high expectations of teachers. The school's own assessment data, indicate that the attainment of pupils of all abilities is excellent, with many exceeding national expectations for their age. Evidence from the scrutiny of books, work on display and lessons seen indicates that pupils of all ages, including the most able, make rapid progress from their starting points. Pupils with SEND achieve very well due to high levels of both academic and pastoral support, and timely individual guidance. By the time they leave the school, a majority of pupils gain a wide range of scholarships to their chosen senior schools. Assessment at the end of Reception shows that children of all abilities make excellent progress and meet all the Early Learning Goals.

- 3.6 Pupils acquire increasingly sophisticated study skills as they move through the school. Pupils of all ages learn to think logically and apply their skills to new challenges. Pupils are encouraged to debate their views confidently and are able to find creative solutions to problems. They apply the school's 'Learning Powers' (skills that enable pupils to engage with a variety of learning challenges) which are embraced by all staff and pupils and are effectively woven through lessons. In a religious studies and philosophy lesson, pupils were able to confidently discuss and articulate similarities and differences between creation stories in Christian and Hindu religions, showing creative and emotive responses. EYFS children are active learners who are busily involved in everything they do. They sustain an interest in an activity for increasing lengths of time. Children negotiate together during outdoor water play. They think critically and discuss their ideas with one another. Children in the EYFS were observed to think critically and negotiate as they attempted to solve the problem of water falling the wrong way in the guttering. Effective use of resources relevant to the children's experiences ensure that children are able to rise to engaging challenges, and are active and happy learners. Almost all parents who responded to the pre-inspection questionnaire agreed that their children develop effective learning skills, including working independently and taking initiative in their learning.
- 3.7 Pupils' exhibit positive attitudes to learning and achievement because senior leaders appreciate the benefit of enabling pupils to take ownership of the next steps in their learning, successfully fulfilling the school's aim of promoting the attitude 'Love to Learn'. Pupils often reflect successfully on constructive feedback, and in doing so develop excellent self-assurance and self-knowledge in order to improve their own learning. In individual work and in collaborative activities, all pupils worked conscientiously and were keen to deliver their ideas, showing excellent initiative and independence. Pupils exhibited outstanding focus and collaboration in a lesson developing *Dreamgiver* stories and were quick to listen to the teacher. They supported one another as they confidently developed and discussed their own ideas of a mysterious creature who would deliver dreams.
- 3.8 Pupils demonstrate strong knowledge and skills across the curriculum. They are highly effective in applying these skills to other areas. This is because teachers have high expectations and support pupils' learning with an ambitious curriculum. In an art lesson, pupils confidently discussed the design process when crafting a face, to which they would need to add electrical components, accurately recalling previous learning to identify, collect and categorise materials and components. In a music lesson, pupils were confidently able to define the elements of Ska music, accurately identifying features of calypso and rock and roll. The more able pupils were able to discuss syncopated rhythms in calypso and the walking baseline in rock and roll as a result of effective and challenging questioning. In a science lesson, pupils were able to accurately identify and name reaction forces when conducting a practical investigation, reflecting a mature grasp of scientific terminology and understanding.
- 3.9 Pupils' communication skills are excellent. They listen attentively and are highly articulate and confident speakers. In a whole school assembly, pupils successfully combined the poem *If* with their thoughts about the school's 'Learning Powers'. They spoke confidently and clearly with excellent expression, engaging the audience effectively with the poem they had written. Pupils respond enthusiastically to the excellent age-appropriate questions asked in a warm and encouraging manner by their teachers. An example was seen in an English lesson where older pupils were skilfully enabled to adeptly debate emotive language created by the visual impact of repetition in the line '*share our countries and share our food*' from the poem *Refugees*. In discussions with inspectors pupils conveyed strong appreciation of the opportunities to learn different languages. They are highly proficient language users, articulate speakers and good listeners. EYFS pupils speak with increasing fluency and confidence securing strong foundations for future learning. Nursery children spoke with great enthusiasm to visitors, competently answered questions about their learning and readily expressed their opinions.
- 3.10 Pupils' numeracy skills are highly developed across a range of subjects. For example, in a geography lesson, when mapping an archaeological study on the grounds, pupils discovered that Pythagoras's theorem could be used to help accurately map an area. Nursery children offered plausible estimates

when weighing fruit and vegetables to find out which one is heavier. They confidently discussed the days of the week and counted the number of children in class accurately. During a mathematics lesson, older pupils were able to solve increasingly complex algebraic equations because they were supported through frequent individual feedback and encouragement.

- 3.11 Pupils confidently apply their excellent skills in information and communication technology (ICT) to enhance their learning in a range of subjects. Younger children commented on their enjoyment of computing lessons in which they were able to develop their coding skills whilst older pupils reflected positively on the ability to choose technology to support independent research and for the analysis of data. For example, prep pupils were observed to be highly adept at researching elements of transport through time. They identified numerous forms of transport from penny farthings to omnibuses, and confidently explained how coal and horsepower became supplanted by steam then petrol and increasingly sustainably produced electricity. Pupils' skill and competence in using ICT has enabled them to maintain progress across the curriculum during periods of remote learning through their competent engagement in online learning, skilfully facilitated by the school.
- 3.12 Pupils achieve well in a suitable range of activities beyond the classroom, both in groups and individually, particularly in music, drama and sport. There are excellent levels of achievement in external music and drama examinations with many pupils achieving the highest possible grades. Pupils spoke highly about participating in the orchestra together where they could play different instruments. In interviews, the pupils said that they were passionate about learning to play instruments to improve their own happiness and well-being. In discussion, older pupils expressed that they would relish the opportunity to develop other interests and skills beyond the formal curriculum such as acquiring first aid skills. Pupils take part in many external competitions and festivals, achieving high degrees of success and excellent results, including in the local 'Magistrates competition', in which pupils demonstrate their understanding of British values such as the role of democracy.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils across the school develop strong self-knowledge because staff offer much encouragement for self-reflection across the curriculum. For instance, during an English lesson older pupils maturely reflected on the importance of being open-minded when understanding how events from the past influenced a poet's strongly held opinion on immigration. Pupils have strong self-awareness, they recognise that they make mistakes, usually through misunderstanding, and that it is important to learn from these mistakes. Pupils enthusiastically assume responsibility for their own learning, an attitude which is promoted through an embedded approach to celebrating personal endeavour, initiated by school leaders with the support of governors. Pupils effectively respond to high-quality feedback and confidently ask for help and guidance. This results in pupils' strong understanding of how they have already improved their performance and feeling well prepared for their next steps.
- 3.15 Pupils' social development is excellent because of the culture and celebration of collaboration by leaders and staff. Pupils are unwaveringly polite and respectful and develop positive relationships with each other and with the staff. Pupils demonstrated collaborative and highly supportive interactions throughout all lessons seen and around the school site. Pupils who spoke to the inspectors conveyed a strong sense of school community, describing how they become better people through working together. In a physical education lesson, pupils were able to discuss confidently with their teacher how warm-up exercises were most effective when pupils took care of each other. The pupils natural ease and respect for each other was evident in the manner in which they maturely discussed how to change their behaviour to take account of the safety of others to ensure that all pupils could effectively participate. Pupils clearly thrive in an environment where relationships are important and goals are shared. This is because they are congratulated for initiative and supported in their endeavours by staff and other pupils. Such supportive behaviour was observed in an assembly in which pupils were enthusiastically supported to present their ideas of furthering healthy eating and sustainability. Pupils

are very proud to initiate charitable fundraising exercises such as the 'Bannister Mile' in which pupils raise funds for a charity which they choose collectively. Older pupils initiated a car wash enterprise to raise money for their chosen charity. Other pupils were inspired to raise money for the Disasters Emergency Committee by cycling coast to coast. The school's aim for pupils to 'Go out into the world and do good' is successfully met through the pupils' commitment to environmental projects. Pupils enthusiastically discussed the implementation of their creative ideas such as reducing the use of plastic in the school, and participation in the local community project to protect local bee populations and how.

- 3.16 Pupils have a mature appreciation of the importance of actively making decisions, both personal and work related. Pupils have frequent opportunities to make decisions throughout the school day which help to develop their confidence and independence in their own decision-making. In a science lesson observed pupils made decisions in relation to the pairs of reaction forces that they were going to use as examples as a basis of presenting their learning to other pupils and were keen to volunteer to act as the teacher. In a mathematics lessons pupils naturally selected the resources that they would use to support the presentation of their learning. Y7 pupils spoke enthusiastically about the enterprise projects that were self-initiated and the choices they made about the practical project and the charities they would support. In the EYFS pupils developed their ability to make independent choices about the food they eat. Pupils explained that they are encouraged to choose a particular task that challenges them in order to accelerate their own learning. Reception children make their own choices at lunchtime, showing an excellent level of independence.
- 3.17 Pupils' moral awareness is outstanding. Standards of behaviour observed were high in lessons and during the break times when pupils from various age groups engaged successfully with their peers in a range of activities. EYFS children understand the need for rules as they carry their food to the table at lunchtime and reflect on the importance of showing good manners towards adults and each other. This is because of the high expectations of staff, effective planning of the curriculum and commitment to collective endeavour. These motivate children to adopt the highest standards of behaviour. Pupils actively support each other in recognising when they may have made poor choices and support each other to make positive choices in their behaviour. In interviews, pupils expressed a mature understanding of observing behaviour codes and taking responsibility for their own behaviour because they are encouraged to reflect on the emotions behind doing wrong.
- 3.18 Pupils have extensive knowledge of how to stay safe, including a clear understanding of how to keep safe when online. The school provides a safe environment in which pupils are confident to share any concerns. Pupils are confident in the use of the worry boxes and appreciate the support activities on offer at school which promote individual well-being, such as through the understanding offered by staff and the high-quality resources available in the well-being hub. In discussions, Year 6 pupils recognised that the school supports them to look after their own mental health through the 'Learn to Learn' lessons where they are confident to discuss their feelings. Year 2 pupils spoke about the importance of knowing themselves, including their relative strengths and weaknesses, and said that they were confident in asking for support when they felt sad. Pupils know how to keep healthy through a balanced approach to work and play. They enjoy the wide range of food at school and endeavour to make healthy choices and understand the importance of participation in sport and other physical activities. EYFS children discussed the food they were eating at lunch and spoke knowledgeably about the vitamins in the fruits and vegetables and why they were important for their good health. Pupils develop an age-appropriate awareness of keeping safe in personal relationships and how to lead responsible lives because of the school's well-planned and effectively delivered personal, social, health and economic education (PSHE) programme. All pupils who responded to the questionnaire agreed that the school encourages them to be healthy. Pupils have a mature appreciation of the risks of online activity. The PSHE programme and a wide range of visiting speakers enable pupils to make sensible decisions about their personal online activity and to recognise when they need adult support.

- 3.19 Pupils develop a strong appreciation of non-material aspects of life. This is developed by the many opportunities for reflection and personal responsibility within the curriculum, such as in philosophy lessons. For example, in one such lesson, pupils effectively articulated the complex issues of belonging to a community but having different and sometimes conflicting views within that community. Older pupils justified with clarity their interpretation of the philosophical statement by Aristotle that happiness depends on ourselves. In geography, pupils spoke eloquently about their responsibility for keeping plants and animals safe in a national park. They clearly understood that having a country code was essential. Older pupils appreciate listening to a range of musical pieces from different genres. They enjoy the opportunity to respond to the impact of the music through bouncing to the tempo and quietly singing the lyrics, their enjoyment seen through their smiles. In the EYFS, children were fascinated with the two ducklings in class. As they watched them on the carpet they were enthralled and exhibited a strong sense of awe and joy. Deep spiritual awareness is evident in the pupils' appreciation of the benefit of the school's values of doing good and showing kindness. Pupils studying Indian deities and Hinduism empathised with Hindu beliefs and showed appreciation of the symbolism of the Diva light to illuminate the way back to Rama. In discussions with inspectors, older pupils valued understanding what life is like for other people and trying to put themselves in other people's shoes. This feeling of oneness between pupils and teachers informs the effective, mutually supportive learning environment promoted by leaders and staff. Pupils interviewed unanimously said that there was a pervading and valued atmosphere of kindness shown by staff and pupils alike.
- 3.20 Pupils have a strong appreciation and developing understanding of cultural traditions different from their own as a result of the many discussions in PSHE, religious studies lessons and the strong links between families and the local community. Older pupils attend the local Holocaust memorial and conduct readings and prayers in both English and Hebrew. Following an act of Remembrance pupils were inspired to create one hundred paper cranes that they sent to the Hiroshima peace memorial. In a religious studies lesson, pupils rationalised that seeking to understand other religions supported them to become more open minded, understand and respect each other. The school is a diverse community and one in which pupils delight in each other's differences and celebrate them. They state with conviction that all pupils are treated fairly, regardless of their differences and celebrate that due to being part of a diverse and sharing community they have much to learn from each other, for example reflecting on the Sikh tradition for pursuing peace and how this can help improve their lives.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Tracy Handford	Reporting inspector
Ms Diane Durrant	Compliance team inspector (Former deputy head, SofH school)
Ms Angela Russell	Team inspector (Former head of pre-prep, IAPS school)