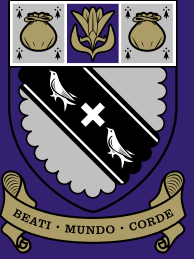


The Lower Quad



LANCING COLLEGE PREPARATORY SCHOOL AT WORTHING



Annual Review 2018-2019

VALETE

Our Year 8 pupils leave us well prepared and ready for their senior schools: this is an exciting time for them. We thank them wholeheartedly for their contribution to our school and wish them every success and happiness in the future. They have been a simply outstanding year group and every child has added to the success of the group. They exemplify our passion for learning and I feel confident that they will go out into the world and make a difference.

Jack B (2017–19)	Prefect, Lancing College
Zain B (2017–19)	Prefect, Lancing College
Lucia B (2015–19)	Prefect, Head Master's Award, Lancing College
George C (2010–19)	Prefect, Head Master's Award, Lancing College
Archie C (2008–19)	Prefect, Lancing College
Teddy E (2015–19)	Prefect, St Andrew's
George H H (2017–19)	Prefect, Peter Robinson Cricket Scholar, Lancing College
Theodore J (2018–19)	Prefect, Portugal
Alexander M (2016–19)	Prefect, Sankey Scholar, Lancing College
James N (2015–19)	Prefect, Ken Shearwood Award, Lancing College
Daaim S (2018–19)	Prefect, Steyning Grammar
Pippa S (2016–19)	Prefect, Academic Exhibitioner & Drama Scholar, Lancing College
Harry S (2017–19)	Prefect, Sports Scholar, Lancing College
William T (2017–19)	Prefect, Sports Scholar, Lancing College
Beatrice T (2013–19)	Prefect, Peer Angel and Academic Exhibitioner, Lancing College
Angus W (2019)	Prefect, Lancing College

We also say farewell to our violin teacher, Mrs Val Thomas, who will be greatly missed. She has somewhat reluctantly made the decision to retire at the end of this term after 17 wonderful years. Val is rightly proud of her current violinists at the school and all they have achieved. Val says she is sure that the children will continue to grow and develop into confident and happy young musicians in a school where music is so highly valued and appreciated.

Finally, we say goodbye to Dr Harry Brünjes, our Chair of Governors, who is stepping down after ten years of loyal service and inspirational leadership. I am personally indebted to Harry for my appointment to this lovely school and for his strong support throughout my time here.

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A Word from the Head

This is our fifth Lower Quad magazine and writing this introduction has provided me with a moment to reflect on the huge changes in our school over the five years I have been here. We started this academic year 70% bigger than five years ago and for the first time we have a full Reception class with a waiting list. We continue to provide personal and individual care for every child whilst providing them all with thriving peer groups, great opportunities and the best possible facilities and resources to enhance their learning. Our lovely Nursery, now to be called Little Lancing Worthing, has always been a strength of the school and continues to lay excellent foundations for our youngest children.



This academic year has raced past and the children continually surprise me with their desire to fulfil our school aims: *Love Learning, Be Kind* and *Go out into the World and Do Good*. From our youngest children in the Nursery to our young men and women in Year 8, they are all encouraged to try hard and to consider the needs of those around them. This year we have had Year 7 and 8 pupils, 'Change4Good', fighting for the environment in a campaign against single use plastic, ten pupils from Years 6, 7 and 8 pitting their historical knowledge against others in a national history competition, four of whom made it to the final and one who came in 39th overall, numerous other activities and an outstanding musical production, *Annie*, to bring the year to a close. Most importantly though, there have been many small moments of gentle care and kindness shared every day between pupils teachers and parents.

It is my sincere hope that in this school we will produce well educated and thoughtful young people who aspire to great things and recognise that they have the power to make a positive difference in the World if they choose to take it. At our End of Year Celebration, I spoke about finding the courage to take the first step towards making a difference and I sincerely hope that all our children reflect on this and recognise that their potential is huge if they start with a single step.

I hope you enjoy reading this magazine and reflecting on the year that we have enjoyed together. It has been another good one, and another very busy one. We end the year in very good shape and ready for the summer holiday.

Heather Beeby

Another great year in the



The Nursery children have spent their days between the classroom and outdoor environment playing, learning, inventing, constructing, climbing, imagining and more.

Creative opportunities and role play are often linked to a theme of the week so children, unknowingly, are developing instincts to become engineers, artists, doctors, teachers and actors!

During the year we celebrated and built on what the children know already and enriched their curriculum with workshops and visitors to the Nursery.

This year we have

- danced with diddi dance;
- celebrated the arrival of Spring by dancing around the Maypole with the Sompting Village Morris Dancers;
- had a visit from the Fire Brigade, Paramedics and the Police;
- visited Little Street in Chichester.

We all learnt new skills when baking with Rachael's Kitchen, making some very special biscuits for Mother's Day.

We foster the children's social skills: they begin to understand boundaries and how to manage their feelings; they take turns and share resources and we encourage good manners.



NURSERY



Outdoor education is an essential part of the Nursery experience. Once a week Nursery children visit Forest School at a woodland and meadow area at Lancing College. They learn to appreciate the natural world and discover new environments that inspire creativity, social interaction and most importantly they have fun.

The children develop their speaking and listening skills and tune in to the sounds around them. They develop their mathematical concepts and vocabulary through structured play activities: they explore shape, space and measures as they build, learn about capacity as they pour and fill, and develop their understanding of number as they match, sort and compare.

Music plays an important part in the life of the Nursery; musical interest is woven through lessons with our Head of Music in the Music Room and with lots of singing and access to an array of instruments throughout the Nursery day.

Weekly swimming lessons during the Autumn and Spring Terms, plus moving to music and apparatus sessions in the gym develop the children's agility, balance coordination, strength, ball skills, fitness and physical confidence.



A new approach to teaching handwriting in

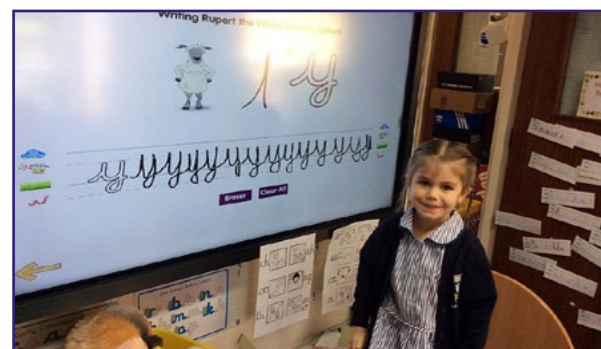
This year in Reception we have been using a new method to teach handwriting. In previous years we have taught letter formation alongside the teaching of phonics, teaching each letter separately and following a 'look and copy' approach. This year, however, we have implemented the *ThinkWrite* scheme, a handwriting scheme devised and developed by Shelley Birkett-Eyles DipCOT which includes a cognitive approach, recognising the neurological processing that goes on when the children are thinking of letters.



In the first six weeks of term, before any letter shapes are introduced, the children are taught the basic starting shapes for each group of letters. These starting shapes are linked to an animal. Harriet the Cow forms the starting shape for the 'tall' letters; h, l, b, f, k and t. Georgia the Pig forms the starting shape for letters that go up and over before coming back round to form the letter: o, a, c, d, g, q and s. Rupert the White Sheep forms the starting shape for letters which start with a small straight line: l, r, n, m, u, j, p, and y. (Zac the Grey Sheep, whose letters start with a diagonal line, is introduced later). Pippa the Rabbit's group contains any letter that goes below the starting line.



First, the children are introduced to the animals and learn an action to associate with each animal which, in turn, will be linked to its starting shape. Next the animal's starting shape is taught. When the children are shown the starting shape they recognise it as, for example, Harriet the Cow. Each starting shape has its placement on specially marked paper. All letters start on the grass. Harriet the Cow's letters go up to the cloud, Georgia the Pig and Rupert (and Zac) the Sheep's letters go up to the helicopter line and Pippa the Rabbit's letters dig down to the grass.



In this way the children learn the correct spatial placement for each letter. The children practised these starting shapes in sand trays and then on whiteboards, often even drawing their own lines on paper and practising the shapes independently.

R E C E P T I O N

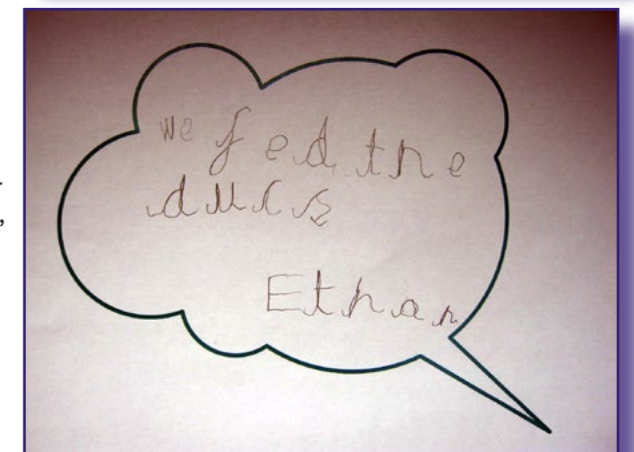
In the second half of the Christmas term the children began to learn the letter formation shapes in letter groups, starting with the Harriet the Cow group. Again, they practised the formation on whiteboards but also in their handwriting books and on the interactive whiteboard.



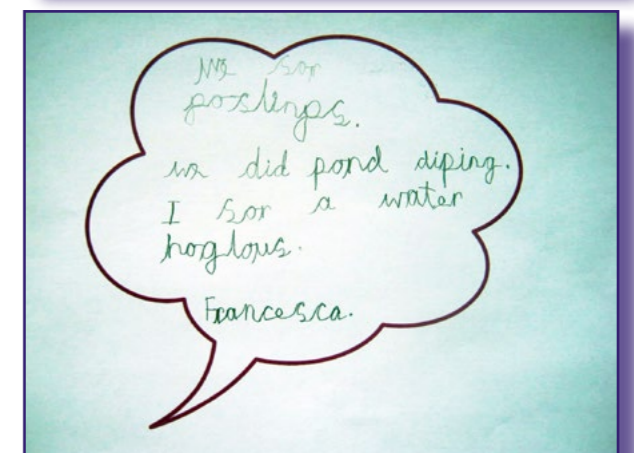
They also practised writing the letters in their names every day when they came in to school in the morning – this is how they 'self-register' by writing their name and sticking it on the classroom door. They began this activity by tracing over the letters in their name but were soon wanting to write their names independently so the tracing cards were replaced with blank name cards instead.



By this time we could see a real difference in the children's attitude towards handwriting. When writing independently we could hear the children talking to each other: 'Does h go the helicopter?' 'No, it's Harriet the Cow. It goes to the cloud.' The children were naturally joining the digraphs (two letters that make one sound). When practising their formation, comments such as 'This one is SO easy!' could be heard.



By the end of the year most of the class were using pre-cursive formation all the time in adult-initiated work and regularly in their own initiated work. Several children in the class were using fully cursive writing all the time, in both independent and adult-initiated work.



When writing on regular lined paper the children showed a good awareness of letter placement, even without the visual prompt of the grass, helicopter and cloud. Best of all, the children had found this fun to do! Handwriting wasn't a chore – it was something to be enjoyed and to take pride in. 'Look! I've joined my name up!'

Green Fingers in

Year 1's garden-themed work in the summer term coincided happily with media coverage of the *Back to Nature Garden* co-designed by the Duchess of Cambridge for this year's Chelsea Flower Show. Inspired by her childhood memories of the natural world, its family-friendly space encouraged parents and children to play, dig, grow plants and engage with the outdoor world.



Our children were excited to plant their very own runner bean seeds. They made a list of the things needed before venturing outside. Once each of them had planted a seed in their own pot, they discussed what to do next and where to keep the pots. They decided to water the pots before placing them on the windowsill. 'The seeds need to be watered every day' said Theo. They recorded the first entry

in their plant diaries and a week later, spotted many roots growing into the soil. They measured their plants each week and compared the height of our two sample bean plants. Dylan spotted that 'our plants had grown 8cm tall,' by week 3, while Riley meticulously counted the roots he could see through



the clear pot. They had grown so tall by week 4 that we needed to use metre sticks to measure them! 'The runner bean plants had a long, bendy stem. They had green heart shaped leaves' said Vivian.



The children's passionate interest in growing their plants led to thinking about what a plant needs to grow. They came up with many ways to test what happens if plants do not have all they need. As a class, the children decided to test whether a runner bean plant needs water by planting two new seeds and

watering just one. We discussed how we can make sure our test was fair. 'The plants will still need light.' said Thomas. Two weeks later, the results of our experiment were clear. 'The plant that we did not water did not grow. The plant that we watered every day grew lots!' said Cooper.

The children moved on from growing one plant to creating magnificent miniature gardens. As part of their research into garden features, Year 1 went on an outing to Highdown Gardens. As they explored, they spotted manmade features (such as benches, fences and paths) and physical features (such as bushes, trees, grass). They sketched plants and hunted for many different colours. 'I liked looking at the different flower beds and trees,' said Olivia. After a morning of discovery, we



YEAR ONE

had a picnic lunch. 'It was nice to eat my yummy lunch outside with my friends,' said Charlotte. Afterwards, we continued our exploration and found not just a wide range of plant life, but also a broad variety of other living things. 'We saw some dragonflies flying over the pond!' said Beau. Taking lots of inspiration from their trip, Year 1 began to plan their miniature gardens. They looked at photographs of real gardens and previous entries of the Chelsea Flower Show. They discussed their favourite features before drawing and labelling an aerial plan. After designing and identifying the resources needed, they moved on to making their gardens. It was great fun! They chose plants to create the physical features, then made the manmade features using different materials, including recycling lolly sticks and yoghurt pots. Skantha said 'I loved making the treehouse to go in my garden. I made it using small boxes.' Felix created his own miniature sandpit and sculpted a sandcastle with a flag. 'I made the sandcastle because I love playing at the beach!'



'My garden is my most beautiful masterpiece,' Claude Monet, artist

In art, we focused on Monet, due to his love of gardening and the outdoors. After viewing Monet's paintings of his garden at Giverny, the children discussed the use of bold colours and textures he used. They enjoyed Monet's water lilies painting, particularly as it featured a pond, which reminded them of the pond feature at Highdown Gardens. They explored how best to recreate the colour and texture to use in their own paintings. 'I can mix the colours together with my finger then spot it on my picture,' said Leah. It was great fun to paint in different ways and also to learn that creating gardens can be an art form in itself.



The gardening projects certainly took our learning outdoors and the children were excited to explore the natural world,

literally hands-on, – a welcome escape from the 'indoor living' that so often dominates life today. The children engaged with this in a wide variety of ways, from writing descriptive pieces all about garden-grown vegetables to discussing basic plant structure while completing an observational drawing. It was wonderful to see the children develop a wide range of skills, particularly scientific and creative, as we wove our way through the topic. They have enhanced their awareness of the links between plants and nutrition, and the environment, together with enjoying the wonder of planting seeds and seeing them grow.



Year 1 have grown green fingers, long may this continue!

A Year of Magical Fun in

Y E A R T W O



In October, Year 2 had a lovely day at Arundel Castle. The children learnt how the castle was built, with defence in mind. They imagined using bows and arrows through arrow slits, lowering the drawbridge and being a prisoner in the oubliette. Being very young, the garderobe and the job description of the Gong Farmer greatly amused them! They dressed up as princesses, queens, kings, jesters, archers and knights. In the fairy-tale garden, they learnt about the King of the Fairies and saw a magic crown. Fred, our guide, was very impressed with the children's depth of knowledge. So much so, that he offered one of our children a job as a tour guide.

Based on the brilliant Katie Morag stories, an Island Home topic is always a favourite. In one story Katie Morag had been a bit of a pickle and the children prepared questions to find out why she had behaved so badly. They interviewed 'Katie' at 'Lancing Prep Studios' and the children (who looked very serious in their role as journalists) gave 'Katie' a thorough grilling about her actions and asked lots of relevant questions.



During our Fire topic, the children had to imagine they were in the Great Fire of London. In groups they wrote a proclamation. Then dressed as town criers, the children told the rest of the school the bad news, that the Fire of London was on its way.

Our Ice topic was lots of fun. Like any good explorer, the children had to get their explorer bags ready, which were full of things that would help on an expedition to Antarctica. The 'Explorers' needed provisions too, so the children followed and gave instructions for making hot chocolate and jam sandwiches.



The highlight of our African topic was a trip to Marwell Zoo. African animals were seen aplenty and during the workshop the children met Colin the hissing cockroach and learnt all about animal habitats. They even pretended to be meerkats!

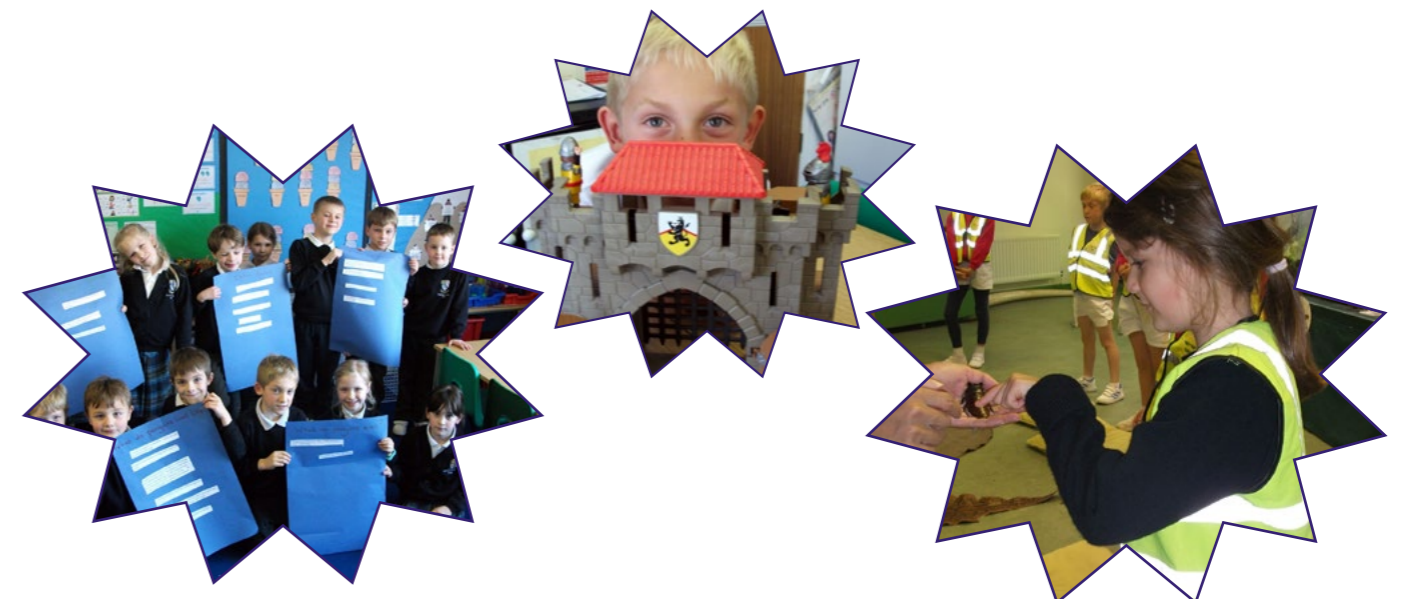
In between topics, the children had a super treat, cooking with the winner of Master Chef, Kenny Tutt.

We love drama in Year 2 and we really think it helps with our writing and learning. The children have been in battle in 1066, eaten a Shabbat meal, been shipwrecked in Antarctica, they have interviewed all sorts of people and got into character to act out parts of stories and re-enact various dilemmas.



The classroom has boasted some beautiful artwork over the year. The children used hot colours to create abstract Fire of London pictures. Water colours were used to copy Mairi Hedderwick illustrations and beautifully drawn African fruits were coloured with pastels. Symmetrical masks were created and in the style of Henri Rousseau, pictures were painted, with African animals hiding in foliage. There was also tie dye and African huts made out of clay.

'Show and tell' in Year 2 is an opportunity to 'delve deeper' and bring in something to do with our various topics. We have all enjoyed recounts from trips to castles and Arctic places, models, books, things children have made, even the odd PowerPoint presentation or two! To sum up, Year 2 has been a magical year of discovery and fun.



Delving Deeper in

Over recent years, the value to children's learning of 'delving deeper' has been the cause of much debate amongst educators. For some, it is too open-ended and doesn't give the children sufficient direction on how to carry it out successfully. Others think it is brilliant, as it allows children to choose independently both an area of learning to investigate further and how they will perform the task they have set themselves. The children set the level of their learning to a standard that will not only appropriately challenge but also inspire them. It is no surprise therefore that they can produce outstanding pieces of work using their creativity and imagination.

The children at LPW are fortunate that the school considers 'delving deeper' to be a powerful tool for learning and the Year 3 children have been given the opportunity to 'delve' once a term rather than being set homework tasks. Generally, their 'delving deeper' challenges have been History-based and the pupils have decided for themselves the areas of their History learning that they would like to research further and designing a task to complete. They have tackled this with great energy and enthusiasm and have produced some phenomenal work.

Our topic for the Autumn term was the Stone Age. The range of 'delving deeper' work was impressive. Some chose to continue to look in closer detail at areas that we have covered in class, whilst others focused on completely new strands to research. They produced imaginative work ranging from cave painting and jewellery to creating a model of a stone circle and a cave scene.



Y E A R T H R E E

In the Spring term, the children were inspired by their Ancient Egyptian workshop and their learning in lessons, to create amazing, joyful pieces of 'delving deeper' work.



We came a little more up-to-date with our work on the Victorians in the Summer term, exploring schools, inventions, the history of football and the life of servants.



Enriching the Curriculum in

'Tell me and I forget. Teach me and I remember. Involve me and I learn.'

Benjamin Franklin

In Year 4 we try to enrich the curriculum with as many different experiences as we can, this helps to develop the whole child. We believe it is important for children to take ownership of their own learning so that the knowledge stays with them. Throughout the academic year there



have been many enrichment activities for the children, encouraging them to love learning. This has been enhanced by 'delving deeper' projects completed outside of the classroom or endeavours within the school environment that have grasped the children's imaginations.

The first wonderful experience the children had was melting chocolate and butter to make crispy cakes. This followed on as an extension from our Science topic *states of matter*, where we were looking at what happens to different materials when they are heated. The children were fascinated by the differences between the melted chocolate and butter.



All Year 4 children were thrilled to go to the Lancing College equestrian centre where they took part in stable management activities, grooming the ponies using different brushes, identifying the parts of the tack and looking at what the ponies ate. Each child also had the opportunity to try riding, for some it was for the very first time. Some were led round at walking pace and learnt how to steer, while others tried trotting as well and had a go without being led.



Within different curriculum areas, the children have hands-on opportunities to create objects to deepen their understanding. In Geography they followed instructions to build anemometers to test wind speed. Some worked well, others less so, and we discussed the reasons why this might be and what might have improved them.

Y E A R F O U R

In Science we studied teeth. We looked at different types of teeth and talked about what they look like. We used eggs to carry out an experiment to look at tooth decay. The children were fascinated by what happened and saw the effects that the drinks such as orange juice, coke, milk and water have on our teeth. The results were both amazing and in some cases unexpected! We were also learning about the digestive system and carried out a live experiment to show how food travels from the mouth through the body. This was gruesome but the children were thrilled to see what happened.



The children have had opportunities to enhance their learning through great trips and experiences in the course of the year. We started with *Portals to the Past* coming in to present a workshop on life in Ancient Greece. This was a fantastic day where the children dressed up as Greek soldiers and trained for battle, then they played some Greek games, looked at artefacts and took part in a Greek theatre session.



Building on our Roman topic we went to Fishbourne Roman Palace, the largest Roman residence discovered in Britain. The children were impressed by the fabulous mosaics and tried out various activities. Back at school, we finished with a themed day where the children made shields, baked Roman bread and created models of Roman roads using different materials to show the different layers. Finally, as a year group, they created their own piece of mosaic art.

This year, the children have taken the opportunity to delve deeper to another level. They have followed their interest in topics and shown their ability to find out more. Some children have recreated Pompeii using Minecraft, built a wind turbine to create electricity and amazing powerpoint presentations and quizzes to challenge their fellow pupils' knowledge.



LoveLearning@LPW

In our English lessons, pupils at LPW study the core national curriculum which focuses on spelling, punctuation and grammar (SPAG), reading comprehension and writing for a variety of purposes, but we also encourage them to read (poetry and prose) for pleasure and to consider the link between powerful stories and the Arts.

Our national press points out, with depressing regularity, the narrowing of the National Curriculum. In a desire to optimise SATS results, many schools are squeezing the Arts from their curriculum. It is therefore a great privilege to work at a school, which embraces and promotes the Arts. Our children benefit hugely from the curriculum time dedicated to Music, Art and Drama – not to mention the countless extra-curricular opportunities on offer at LPW.



Just as reading is vital to building social skills and empathy, exposure to the Arts enables our children to dream whilst watching and listening to the dreams of others.

In the Autumn term, children in Years 7 & 8 studied the fairy tale genre in their English lessons. They considered oral story telling traditions and the importance of traditional fairy tales across the world. Focusing on the classic tale of Cinderella, pupils examined numerous interpretations: from the Brothers Grimm *Aschenputtel* from 1812, to picture books from around the world and even Disney's 1950s classic film. Through their research, they discovered that Walt Disney's 1950s interpretation was based upon a version of the Cinderella story which was originally published in 1697; *Cendrillon* was written by French author, Charles Perrault.

Looking at the impact of this story upon the Arts, our pupils realised that it has inspired hundreds of stories, music, ballet and even opera. When Jules Massenet wrote the opera *Cendrillon* in 1899, he based it on Perrault's story. As luck would have it, Glyndebourne put on a production of this opera in their 2018 autumn tour and our children all went to see it. Performed in French, the production offered a wealth of cross-curricular learning opportunities.



English & Culture

Opera gets some bad press and is often thought of as 'not for a younger audience'; however, our trip is proof that this high art form is both accessible and valuable for our pupils. By the time they visited Glyndebourne to see *Cendrillon*, they were all familiar with the storyline and characters. They commented that reading the surtitles in English (during the performance) to French text allowed them to practise their French skills, by listening out for familiar vocabulary. Their pre-trip English work on twisted fairy tales, from authors such as Roald Dahl, meant that they kept an open mind whilst making sense of the designer and director's choices/interpretations of the Perrault story. Considering an author's (or in this case author and director's) choices and their effect upon their readers/audience is a vital English skill for our pupils to develop.

They noted that this particular production possessed many of the expected elements: a downtrodden Cinderella, a magical fairy godmother, a beautiful dress, a selfish step-mother and vacuous step sisters! However, the director (Fiona Shaw – actress from *Killing Eve* and *Fleabag*) focused her production on the theme of dreams versus reality. In Arts Award club, pupils have written reviews of this performance and researched Glyndebourne as an 'Arts provider.' Understanding the number of people involved in the industry helped them to appreciate the power and relevance of this story today. Their work was presented to the Prep school in an assembly, after which comments were left for the participants' portfolios. Several children commented that it has encouraged them to be more adventurous, to try being involved with the Arts.



© Glyndebourne Productions Ltd. Photo: Richard Hubert Smith



It is not always easy for pupils to imagine themselves on stage, which is why our annual school production (*Annie* in 2019 and *Aladdin* in 2020) is such an important part of the children's learning. We are fortunate to be invited to see Lancing College productions too: this year *Legally Blonde* in the College Theatre and the Year 10 touring production of *Goodnight Mr Tom*. Seeing some of our past pupils on stage sends a powerful message to the children in the audience: that reading, drama and the Arts are highly valued 'up on the hill' just as greatly as they are at LPW.

LoveLearning@LPW

‘Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding.’

William Paul Thurston, Fields Medal Winner

Number sense is an increasingly familiar phrase in Mathematics teaching. It is defined in various ways but embodies intuitive understanding of numbers, their magnitude, relationships and how they are affected by operations, an ability to work without rote learning of algorithms or to be able to build those algorithms for themselves, a fluidity and flexibility with numbers. The school has just started to use *Inspire Maths* as the teaching scheme. Year 3 and 4 have trialled it this year and found that the children are developing deeper understanding of the topics covered. Number sense is developed through a Concrete-Pictorial-Abstract approach. In the earlier years the use of base-10 blocks feature heavily to develop their understanding of place value, they develop problem solving by drawing bar models and finally are able to develop the abstract representations and formal methods.



We carry on using practical equipment wherever possible to develop deeper understanding of topics. Pupils in Years 5, 6 and 7 have also engaged in practical activities to support their learning. These have included estimating and measuring in metric and imperial units of length and mass, and creating 1m^2 sheets from newspaper and finding how many children can stand in a 1m^2 . They have used multilink to investigate factors and rules for sequences; played simple dice games which develop principles of probability; carried out a data project to analyse the complexity of words in a pre-prep and prep reading book; cut out and folded nets to develop their ability to visualise from 2-dimensions to 3-dimensions; used Polydron to investigate how many nets there are for a cube; investigated pi by practical measurements of circular objects and used practical demonstration to derive the formula for trapezium area.



Lancing Prep Worthing

Mathematics

We also had an opportunity to ‘delve deeper’ into the history of mathematics. Some children watched the Disney educational featurette *Donald in Mathmagic Land* where Donald learns about maths in music, nature and games. It was great to hear a student say how they now realised that maths was all around us. Students were given the homework tasks of finding out about Charles Babbage and Florence Nightingale and their important contributions to the world of maths.

There have been opportunities again this year for our mathematicians to enter various competitions, either in teams or by taking written challenges.

John H, Martha M, Imogen W, Oliver S were selected from Year 4 to attend the Christ’s Hospital Maths Challenge. Up against some 40 schools, they completed tasks including number riddles, tangrams, domino problems and various other puzzles. The pupils showed real determination and worked well together in pairs. They learnt a lot from the experience. John H: ‘I feel at the beginning the questions were a bit easy but they soon got harder and left you puzzling over where shapes should go!’ and Imogen W: ‘I really liked doing the maths challenge, I learnt that your idea isn’t always right. All in all, it was a good day.’

Two of our Year 8 students, Alex M and Pippa S joined Lancing Hove Prep and Lancing College students to take part in the Junior UKMT Team Maths Challenge. ‘Pippa and I were given the opportunity to compete in a regional maths competition at the College. The groups comprised one Year 8 LPW student, one Year 8 LPH student and two College Third Formers. We competed against around 30 other schools: finishing second to a very strong team from Brighton College. Overall, I enjoyed the experience of meeting people from the College as well as potential classmates from our sister school in Hove, and, despite the questions being challenging, a strong placement rounded off a great day for everyone involved.’

Some of our Year 6, 7 and 8 students participated in the UK Primary Maths and the Junior Maths Challenges. These are one hour written challenges where they have to think ‘out of the box’ using maths skills at the appropriate level. 270,000 children participate in the UK Junior Mathematics Challenge and the top 6% nationally received a Gold certificate. Three of our students Ada W, Alex M and Pippa S were awarded Gold. A Silver was awarded to Thomas C and Bronze to Edward Z, George C and Nerea K-M. The top 9,200 participants are invited to sit one of the two follow up rounds which is a fabulous achievement. Alex M qualified for the Junior Mathematical Olympiad, a two hour paper and received a Certificate of Merit. Ada W qualified for the Junior Mathematical Kangaroo and received a Certificate of Qualification.

A *Magnificent Maths Marvels* club has started up and the small but keen group have enjoyed playing Mancala and Set, rope plaiting, Duplo building challenges, tessellations and polyhedra among others.

LoveLearning@LPW

It's been a stellar year in Science! Pupils from Years 6 to 8 have undertaken practical Science in the laboratory, often using new or unfamiliar apparatus, to enhance their observational and analytical skills.



In the Autumn Term, the Year 8 pupils taking Common Entrance acquired the skills to carry out Chemistry experiments using Bunsen burners, gaining experience of oxidation, reduction and thermal decomposition reaction. The children used their solid understanding of the reactivity series of metals to predict the results of the displacement reactions they were conducting. The Scholars were challenged to use titration as a method for determining the exact quantity of acid required to neutralise an

unknown concentration of alkali which they used their Mathematical and Scientific knowledge to calculate.

In the Autumn and Spring Terms, Year 7 children studied inheritance and enjoyed extracting DNA from strawberries, noting the various stages involved and the purpose of each. They also gained experience of using Bunsen burners to determine the energy content of various foods, such as digestive biscuits and rice cakes. The children have certainly been able to wear their lab coats with pride this year and have put them to good use!

Grace S (Year 7) reflects on her Science lessons: "I have found Science incredibly interesting, this year, and have been given the help I needed to progress."

George C (Year 7) has enjoyed the practical nature of his Science lessons: "The way that Science has been taught is through exciting practical work and that is what makes the information memorable!"

In the Summer Term, Year 6 pupils worked in small teams to solve problems under time pressure in the Lancing College Science Challenge. The children learnt that effective communication and proactivity were crucial when undertaking the challenges, including making a marble run which allowed a marble to run its course in as close to 10 seconds as possible. Both trial and error and good Physics knowledge were required for this task to succeed!



Science



In June, the Year 7 and Year 8 children took part in a Science, Technology, Engineering and Maths (STEM) Day, co-ordinated by the Marine Society and Sea Cadets. The children undertook several hands-on activities investigating buoyancy. The task was to build a craft capable of carrying a significant cargo without sinking. The children explored the relationship between mass, density and volume and used this principle to build an effective craft. The winning teams from the two group sessions were led by Sam G and Max W who deserve a special mention for demonstrating inquiring minds in action and a strong, cohesive team spirit!



Later in the Summer Term, Year 7 visited Wakehurst Place, near Haywards Heath, to study the effect of pollution on the diversity of freshwater invertebrates. They also conducted a quadrat and transect investigation into the effect of light intensity on the distribution of plants in a meadow. The children finished the day with a sweep net analysis of insect diversity across a meadow, discovering many previously unseen species and viewing them up close

with magnifiers. The children learnt a significant amount, in a short space of time, and shared their findings with each other, in an outdoor setting. It was a fantastic way to round off a very successful year.



The hard work of our Year 8 pupils was rewarded by an end of term activity to design and launch rockets in the school grounds. Having learnt about rocket design and successful rocket launches, the pupils researched and formulated their own plans. Many potential methods were found, and discussed, but the two most popular (and appropriate!) were those utilising vinegar with bicarbonate of soda and cola with mint sweets.

The children had endless fun launching their rockets to compete for the greatest ultimate launch height. Congratulations to the winners, Angus W and Alexander M, whose rockets reached a height of approximately 5 metres!

LoveLearning@LPW

'Learning languages...is about childhood development; it is about brain development; it is about empathy; it is about cultural understanding; it is about literature; it is about understanding ourselves and our own languages.'

Ed Dorrell
Times Educational Supplement Editorial 11/1/19

There has been much in the press in the last twelve months about the decline in numbers of pupils learning languages in UK schools. The Lancing College family of schools values the learning of modern foreign languages very highly. All pupils follow a language readiness programme in Reception and Year 1 where they are introduced to French, Spanish and German. They then learn French from Years 2 to 6. In Years 7 and 8 pupils continue to study French here at LPW but also travel to Lancing College once a week to start either Spanish or German. This year there has even been the opportunity to learn Mandarin as an extra-curricular activity at the College too. Read on to see how LPW pupils love learning languages:

The most challenging grammar point I have learnt so far is ... learning the verbs 'avoir' and 'être', as they are very hard to memorise. I have also found it hard to memorise and recognise the pattern in "-er" verbs. *Grace S*

My proudest achievement in French is ... reaching the stage of a Red Badge. (The highest ranked French speaking badge in our school). *Emma S*

... In 10 years' time I think French will help me to ... go to France for a holiday and order at French restaurants more easily. *Dom F*

The most challenging grammar point I have learnt so far is ... that 'Sie' can be 'you' in the plural (if it is capitalised), but means 'she' when not capitalised. *George C*

My proudest achievement in German is ... how to pronounce the words correctly, as letters, or groups of letters, are pronounced differently to English. *Thomas C*

In 10 years' time I think German will help me to ... travel across Europe as it is widely spoken in areas like Switzerland, Austria and Liechtenstein. *George C*

Love Languages @LPW

The most challenging grammar point I have learnt so far is ... the different masculine and feminine endings to words *Sam C*

My proudest achievement in Spanish is ... learning most of the animals. *Jessica S*

In 10 years' time I think Spanish will help me to ...order food on holiday in Spain or South America. *Sam C*

The most challenging grammar point I have learnt so far is ... remembering how each word is written as the Chinese symbols. *Nerea K-M*

My proudest achievement in Mandarin is ... learning many words and being able to write symbols. When you write symbols, you have to do each line in a certain order. *Grace C*

In 10 years' time I think Mandarin will help me to ... communicate with people in Asia and it may help me to learn other languages and perhaps help me to become a linguist *Nerea K-M*

LoveLearning@LPW

The Humanities department has been buzzing this year, both the children's studies in Geography, History and Religious Studies, in addition to encouraging Philosophy and Debating.

Geography

This has been a phenomenal year for Geography. Not only have our young Geographers been to exciting places (Dorking!), but also there's been a growing keenness to know more about our planet and care about it which is notable across the school. For example, our older children set up their own organisation – Change4Good – and younger children in both Years 3 and year 6 raised money for charities and awareness of animals. The school is pleased and proud to see this growing awareness about our world.

The Year 7 pupils have worked hard to increase their world knowledge, (the school has bought a bumper crop of new shiny atlases to help them with this!), the Year 6s have delivered some impressive projects about Kenya, and the Year 5 Rainforest projects were truly beautiful. Well done to all the students who worked so hard!



In terms of trips, the aforementioned Dorking trip was so rainy and wet that no photographic evidence has survived. In happy contrast, the Year 6 trip to the Seven Sisters Country Park took place on a stunningly sunny day, as the children studied the landscape and learnt more about rivers and coasts. This topic sets them in good stead for upcoming topics next year. Scholarship students from Year 8 worked on researching, designing and building a sustainable home for the future. Their impressive architectural creations involved a great deal of time spent on considering which resources would be most eco-friendly, and ways in which their homes could be energy-efficient. Fingers crossed in the future they may get to build their own dream homes for real!



The Green Team

This year the students, in association with Ms Bridges, have set up a Green Team. One student from each class in Years 3-8 were elected by their classmates in order to represent their class and put forward

environmentally friendly ideas. Some of the initiatives already started have included – recycling bins in every classroom, a plant in every class and litter picking at the end of break-time. In order to gain even more great ideas for next year the Green Team (and students from Change4Good)

LoveHumanities@LPW

attended the Worthing Ecosummit. This is a one-day event where all local schools gather together for education and fun workshops to gain more awareness of environmental issues. The students wore a hat purchased from a Ghanaian community group who were keen to remind us that the President of Ghana went to Lancing College!

The inspiring workshops that the children engaged in were on topics as varied as *Amphibians and Reptiles*, *Create your own bird feeder*, *Biodegradable Plastics* and *Junk Percussion*. The students from our school were engaged, curious, hard working and courageous in their response to some tough challenges. Well done to all those students who took part. Asking the students to sum up they said the day was: 'Fun!' 'Inspiring!' 'Mind-opening!' and 'Supercalifragilisticexpialidocious!'

Religion, Ethics and Philosophy

Religion, Ethics and Philosophy is a wide reaching subject which gets to the heart of how we navigate our world. What is the reason to be alive? How should we treat others? These are big questions that we discuss in class, and grapple with on paper. The new REP common entrance syllabus has set new challenges for our year 7 class, who have also created impressive projects on a world faith of their own choosing. Year 8 have completed the old syllabus and have enormously improved their essay writing skills. We have regularly discussed current affairs, and even (through the Debating Society) held an Extraordinary Debate on Brexit. I was enormously proud of those students who stood up to debate this at very short notice. Those both for and against Brexit spoke passionately and with aplomb.

The Year 6s learnt a wide range of suggested rules on how to navigate our world – and they put forward many of their own suggestions too. One of the highlights of the year for them was the Magistrates in the Community Workshop (see photo). They gained a huge benefit learning how a real courtroom works and taking part in a pretend trial. The afternoon was very illuminating and – because they have now reached the age of criminal responsibility – hugely important too. Three students from the Year 6 were carefully chosen to put forward for the Magistrates in the Community competition. This is an annual event in which around 15 local schools compete for the top trophy. Marks are awarded for working well as a team assessing the verdict in a mock trial, and for completing a complicated legal quiz. We are enormously proud that the Lancing Prep Worthing team came second this year in the face of stiff competition.



The judges commented: 'Your School performed with a maturity and eloquence that impressed everyone in attendance. They achieved a very creditable second place amidst strong competition. So - well done to them!'

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Care Home visit

One of our most precious school mottoes is 'Go Out into the World and Do Good' and in order to give our Year 8s the opportunity to do so we have organised a rather special trip. We are lucky to have amongst our parent community a family who run a number of residential care homes and we asked if we could spend the morning visiting their residents.

The Year 8s really embraced this opportunity to broaden their horizons and give a little back to the community. They played games, created art work and chatted with local residents – as well as being thoroughly spoilt by receiving delicious chocolate cake! It was a delightful visit for all concerned and we're really grateful that the care home allowed us to visit. One of the care home residents is 108 years old – 'Wow, she was born in 1911, before both world wars' one of our students exclaimed in awe. We're particularly proud that more than one of the students have asked if they can go back, and volunteer their time at the care home over the summer holidays. This demonstrates what kind, and considerate children we have here.



Debating Competition

Developing from strength to strength, our school Debating Society has become a force to be reckoned with. Not only did they host special events including an Extraordinary debate on Brexit, but they also ran a fun *Just A Minute* quiz where you have to speak for one minute without hesitation, deviation or repetition! Congratulations to the winner, Izzy B. In the final term there was the annual friendly debating match with Westbourne House. This event is hosted alternately by each school and this year, we visited Westbourne.



Special Guests

Our seniors (Year 7 and Year 8) spent time learning about Islamophobia and the recent attack on Worthing Mosque. It is a subject of concern for many students – hearing that there is intolerance and racism in our society today has generated conversations and debates. Many were surprised to learn that Islam means 'peace' and that despite the media coverage about terrorism there is only a

tiny minority of Muslims who engage in this kind of immoral and extreme behaviour.

In fact the timing of the speaker from Worthing Mosque, Imam Idris, was particularly poignant as that week there had been dreadful events in New Zealand. Our seniors had many questions and listened enraptured as the Imam spoke to them for over an hour. He spoke eloquently and simply to the children about the Muslim religion and his own faith journey. Afterwards the Year 8 wrote letters to thank the Imam for his visit.

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Here are a few of their comments:

'...in your talk today I learnt how similar Islam is to Judaism and Christianity – I found it staggering how conflict occurs.... Also I was intrigued by the newspaper articles, merely fuelling the fire that is the irrational fear of Muslims. There are items that everyone should be aware of.' (Alex M)

'Although I was already aware of Islamophobia, I was shocked as you revealed the extent of it... To me it seems almost ridiculous to have prejudice against a group of people who merely want to live a good, kind life close to God.' (Bea T)

History

The subject of History is thriving at Lancing Prep Worthing. Not only do we have keen historians – a record number this year! – taking part in the famous challenge the Townsend Warner History competition, but also a number of exciting trips took place which the children enjoyed.

Year 7 went to Battle Abbey in Hastings to take part in drama re-enactment, museum and art activities all related to the famous Battle of Hastings 1066.

Year 8 visited Chichester Cathedral for a day of workshops which engaged them with the meaning of Pilgrimage, Stained Glass windows and a Cathedral treasure hunt.

Year 6 visited Newhaven Fort to consolidate their learning about World War Two. They enjoyed a workshop about the Home Front, museum exhibits, and there were loud squeals of terror when the air raid siren went off! This was not a trip that the children will forget in a hurry!

Houses of Parliament

Perhaps the biggest trip of the year was to the Houses of Parliament. We took all pupils in Years 7 and 8 along with the members of the History and Debating clubs (around 50 children!) up to London at a time of intense media scrutiny, demonstrations and debates on that big topic of the day – Brexit.

We were delighted to be invited to visit Parliament by our local Member of Parliament, Tim Loughton (Conservative). After we had enjoyed both a tour of the House of Lords, and the House of Commons, we were able to spend an hour grilling him!

The children asked questions on a variety of topics – from Ikea Lancing and Brexit, to the next Prime Minister, the homeless in Worthing.



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The children were fantastic – very politically engaged and not shy of asking some very difficult questions! Many of the children said it was the best trip they had ever been on, and for others they said ‘it was a once in a lifetime experience’.

A number of children said they would consider becoming a Member of Parliament when they were older. It was a hugely exciting experience to be at the very heart of power in our country. We’re so very proud that the children enjoyed this terrific opportunity to find out more about how our country works. Hopefully it will be a trip to remember.

World War One: Lest We Forget

2018 has been an important year for commemorating 100 years since the end of the war. Many of our Year 6s took this experience to research family members who fought in the war, in addition to creating moving art and poetry to help us remember those who fell. After a special assembly on World War One we held a two minute silence for those affected by the war, and were impressed with the impact that this assembly had on all students – from Year 3 to Year 8.



When the Christmas holiday was upon us we decided that the Year 6s would like to create a surprise for each other. The soldiers on the front line in 1914 were fortunate to receive a small gold tin with useful items like a sewing kit, or biscuits. In fact one of our LPW families brought into school an original tin that had belonged to their relative!

To commemorate these special Princess Mary tins each Year 6 student were given a tin which they could fill with a surprise for another student in the class. They all really enjoyed filling their tins with stationery, rubbers, stickers and sometimes sweets! We then mixed them up, gave them out and each student was instructed to put the golden box under their Christmas Tree and not to open them until 25 December.

It was really fun to see how excited they were to prepare these surprise presents for each other, and one student even said ‘I was more excited about opening my golden tin than I was about presents from Father Christmas!’

LoveLatin@LPW

Ludo, ludis, ludit etc

Nominative, vocative, accusative, genitive, dative, ablative – words that might challenge the keenest of eleven year old students! Add to that the fact that Latin nouns change their ending according to their function in a sentence, and you will appreciate why some find an initial exposure to the language rather perplexing.

After meeting this feature in their first term in Year 6 we have had a lot of fun devising and playing board games to consolidate our understanding. Below are some of those wonderful products from our pupils this year. Well done!



(PS This year’s puzzle – can you work out the significance of this article’s title?!)

Ab maximis ad minimos:

One of the particular joys of LPW is the opportunity for older pupils, the ‘maximi’, to share with some of ‘minimi’ – in the latter case, Year 2 children. After the rigours of Latin exams, Year 8 scholars were set the task of creating a short book on a classical theme aimed at a young audience. Topics chosen were the myths of Achilles, Perseus and Medusa, the character of Pegasus, and Greek creation stories. On a bright morning early in the summer term our four scholars shared their literary efforts with the Year 2 children; a very rewarding experience judging by the interest evident on the faces of the ‘minimi’, and the clear sense of satisfaction of the ‘maximi’. A small taste of the joys of study of the ancient world for both groups of pupils!



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At Lancing Prep Worthing we value academic rigour, we pride ourselves on the excellent results our pupils regularly achieve and the prizes and accolades that go with them. So what happens when there are no more exams? No more questions presented, no routes to success clearly laid out? What happens when this chapter ends? When the children leave our gates and it's just them – alone, with a whole book of empty chapters to fill?

Rather than being daunted by this experience, we want our children to feel excited by it and more, to feel perfectly equipped to face any challenge the adventure ahead might hold, with a strong moral compass, a smile and a rucksack full of skills...



Learning to Learn teaches resilience, a methodical approach, self-evaluation, empathy, imagination and more. Further, it provides the opportunity to discover, and then exercise these traits like muscles so that they become stronger and embedded in everyday practice. Meet the characters who are helping them to do it; the **LPW LEARNING POWERS!** From left to right: Resourceful Ranger; Resilient Ruler, Reflective Robot and Relating Red Fox.

The children from Years 3 to 6 created these characters and each one possesses different characteristics and traits (be sure to ask your child which). When a child has excelled in demonstrating a trait, and not necessarily getting the right answer, they will receive a sticker relating to the character so that they can see that effort/associated skills are as valued. Though the answers in subjects change continually, the skills to succeeding remain.

'I didn't get the right answer but I was adventurous in having a go and then kept trying which is just as good!' – Oscar

More than anything, the children love the subject as it is one in which they feel free to make mistakes; more, where mistakes are welcomed as they lead to the discovery of positive steps with which to overcome them.

'I love L2L, it's just great fun and I've loved solving mysteries and thinking outside the box to get things done!' – Eddie

'I have found that I am good at so much more than I thought! It's helped me become independent and I use my teachers much less!' – Louis

'It's a chance to be creative and it helps you climb over walls in your learning.' – Isabella

Learning to Learn

'We loved the Murder Mysteries because they got our brains going and we had to check everything we knew before we got it – sometimes four times!' – Amelie, Beth and Misha.

'I love learn to learn because it comes from you – you grow the skills for life, rather than just for a particular exam' – Bethan



Pleasingly, pupils have used their assimilated skillsets to organise themselves and to fulfil our motto of going out into the world and doing good. All the following examples have been grown independently by the children.

Bethan, Lewis and Tamara decided to combat loneliness and created 'Blanket Buddies'! They wrote to Mrs Beeby, raised money and questioned children about what they would like to see at lunchtimes.

A quiet area, designed by the children, containing games and magazines is in the pipeline and monitors will patrol looking to signpost it to those who may need it.

Bragnae and Sophie decided there was more they could do to tackle the plastic epidemic. They wrote to major supermarkets with suggestions about how to reduce plastic waste. They came up with a dispenser where the public could refill cereals. The children were empathetic in realising that companies would not want to lose product placement or market recognition so came up with tailored designs for Kelloggs cereal dispensers.



After reading first-hand accounts of both struggles and of inspiration, Huxley, Piper, Ava and Oscar wished to help young people with sight problems by sponsoring a Guide Dog. They ran into snags with raising money continually however and had to be adventurous and persistent in overcoming this. They went back to the drawing board, were imaginative in finding solutions and will be selling handwriting pens – something which they hope will generate a continued income to meet their aims.

We look forward to growing our brains further, becoming bolder and taking the next steps on our exciting learning journey in the coming lessons...

LoveLearning@LPW

The year started off with the arrival of a collection of stuffed birds hired from the Booth Museum in Brighton for the children to work from. We had a kestrel, owl, woodpecker, magpie and some little pheasant type birds called francollins! The pupils learnt how to follow a step-by-step approach to obtain the correct proportions of the bird and then worked in different media to draw the birds from observation.



Year 5 used their bird drawings to produce a picture using batik. Firstly they applied the liquid wax, using a Tjanting tool, on to their piece of cotton to outline the areas they wanted to keep white. Then the first application of Procion dye went on to the fabric. They built the images up in this way, adding wax on to the dyed areas and then adding more dye. This is a complicated project because the pupils had to understand that the colour of dye would change if they added a different colour over it.



Year 5 also had a wonderful day at Champs Hill, the private art and sculpture collection of the Bowerman Charity. For many this was the first time they had seen art and sculpture on a very personal level and Champs Hill is a wonderful introduction to visiting such a collection. The pupils experienced the exhibits close up and saw that art and sculpture can be very diverse and exciting, whether realistic or abstract, narrative or factual.



The Bowerman collection is super because of its wide range of pieces and subject matter. Finding sculptures in the garden was magical for the pupils as they came around the corner and found a pack of wolves made from machinery, loping across the lawn, or down the slope and over the bridge to find the a female leopard, made from bronze, drinking from the stream. They experienced the effect the pieces have on their environments. They spent time inside and outside looking at the different sculptures and paintings and then described in their sketchbooks the pieces they like, noting the subject matter and writing what they like about the piece. 'Snake on a rock – I like how it is going over itself and is being on the rock. It looks like it is in the night. It is smooth and then finally rough'.



They then drew the work as well so their sketchbook was a visual record of their visit.

LoveArt@LPW

Building on our bird theme, in the afternoon they used natural objects from the grounds to make bird pictures, which with their knowledge of the shape of birds worked really well. All the children said how much they had enjoyed the visit and seeing all of the artwork.



Continuing our theme of birds, Year 7 looked at the sculptures of Sophie Ryder, an artist who uses an animal to carry the emotions of the piece. The pupils made masks of themselves and then transformed them into a bird mask. Their chosen bird had to represent their own personal characteristics.



Year 8 were introduced to the process of woodcut printing, which entails carving an image into a wooden block with small chisels. It can be a difficult concept to grasp as whatever is cut away will be printed as white.

Using their bird pictures as a starting point they developed a two block print; a background and bird image. They then experimented with mixing the inks to get their colours and used a range of different papers to see the effect that this would have on the image.



LoveDT@LPW

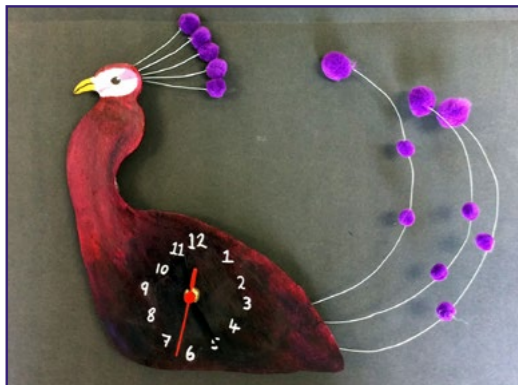
Our theme of birds flew its way from Art into DT projects for Years 5 to 8.



The Year 5 pupils learnt how to cut with a tenon saw to make a bird box. The project called for a plethora of skills from excellent measuring of length and angles to accurate cutting with the saw and finishing with sandpaper. They used different joining techniques with wood glue, nails and hinges to construct their boxes.



Using terracotta clay, the Year 6 children used their imaginations to make a pot for a bird to keep something safe inside; whether a drop of rain water, a special feather or items of treasure gathered by a magpie. The pupils used the technique of coiling to build up their vessels into many amazing forms. They used a metal spoon to rub the surface of the pots until compressed, a process known as burnishing to give the pots a smooth silk-like finish after they had been fired.



Year 7 developed their DT skills in cutting and finishing by using coping saws to cut some intricate shapes of birds to make into novelty clocks. The pupils used the class iPads to research clocks online and then developed their own ideas. Owls, peacocks and flamingos were soon appearing from their cut pieces. The pupils learnt to use our new Dremel sanding machine which is an invaluable tool for sanding places that are otherwise tricky to get to.



Year 7 have also used white St Thomas clay to make slab-built bird-inspired toby mugs. Developing on from their art work and their chosen birds, the pupils made a simple slab cylinder for the body of the mug. They then modelled on their bird's features of eyes, beak and texture and added very creative handles, from tree branches to the bird's head plumes.

Finally 8SC used scroll saws to practise their cutting skills to make bird-shaped, wooden fridge magnets, using pyrography tools to add decoration to their work.

We are so grateful to our amazing LPWA for buying us three new electrical tools; Dremel sander, scroll saws and pyrography tools. The children have loved learning to use them this year.

LoveMusic@LPW

There have been many musical treats this year from across all year groups. As usual we started with Harvest Celebrations. Our Nursery and Pre-prep classes invited their parents to celebrate with them in an assembly about the wonders of the world around us in Autumn time. The Prep pupils followed this with a service at St Mary's Church celebrating all things Sussex from poetry and art to songs. As part of this celebration we heard performances from our drama students, school choirs, chamber groups and orchestra, all of which were a truly wonderful way to start the year.

Hot on the heels of Harvest came our first Music and Drama Soirée of the year in which we heard a superb selection of performances ranging from West End Musicals to music from the Wild West! As usual our students acquitted themselves admirably offering a lucky audience an evening of entertainment and joy.

As the term moved on so we looked towards Christmas. The Pre-Prep children performed their Nativity *Mix it Up*, written by Mrs Stephens, which was a fabulous success. The Prep pupils then worked with our sister school in Hove to create a truly wonderful joint Carol service in the College Chapel. Building on last year's performance the pupils joined forces not only as choirs but also as an orchestra performing fanfares and accompaniments throughout the service. This offered us the opportunity to strengthen further our musical links providing a great foundation for the many exciting joint projects over the coming years.



Welcoming in the New Year, parents were offered an outstanding Soirée on 13 February. It would appear that with each new concert the pupils strive to outdo their previous performances. Once again, we were treated to a superb evening of music. An unusual performance came next in our calendar.

Over the course of the Spring term Year 5 had been studying Body Percussion. To enhance their work in this field we brought a percussionist in from *Stomp!* to work with them to develop their rhythm skills further. During their workshop Year 5 were treated to a morning of rhythm challenges before treating the rest of the school to a pop-up performance during lunch in which they play cutlery, plates, bins and tables creating an energetic and fun filled performance for their peers. The Spring term was brought to a close with our Spring assemblies. The Pre-Prep children performed a variety of songs and poems to parents and the Prep pupils sang, played and recited poetry with confidence and style; both events were a wonderful demonstration of our children's abilities.



LoveLearning@LPW

As we returned to school for the summer term our Nursery children were the first to delight us with their May Day celebrations. To welcome in the summer, pupils and parents danced around the Maypole accompanied by Year 7 trios under the gaze of a Green Man, created by Art Club, across the nursery garden. We all then sang traditional songs from England, Scotland and the USA to complete a fabulous morning. Our final Soirée in May was an evening of truly great performances from our instrumentalists and drama students where we were once again shown how our students strive to perform at the highest standard.



Our second annual Pre-Prep Concert ended the Early Years and Key Stage 1 concerts this year and this year Nursery joined in the fun! Students sang songs from musicals and performed some of their individual instrumental and drama pieces much to the delight of their parents. As the summer term ended, we were busily preparing for our summer musical, *Annie*. This year we were invited to perform in the College Theatre which proved a thrilling experience for pupils, teachers and parents alike.

Our final musical performances of the year came at our Speech Day celebrations in the Lancing College Chapel where we celebrated all the wonderful musical developments our pupils have made over the year and how as a school we are blessed with children who perform in such a variety of styles and venues with composure and style.

EXTERNAL MUSIC EXAMINATION RESULTS 2018-2019

* denotes Merit ** denotes Distinction

Grade 5 Violin Nerea K-M	Grade 3 Voice Sydney M	Grade 2 Voice Izzy B*	Grade 1 Flute Chloe F
Grade 5 Theory Nerea K-M	Grade 2 Clarinet Archie C	Grade 1 Flute Anna B*	Grade 1 Piano Morgan J
Grade 4 Violin Emma S	Grade 2 Piano Lewis M	Grade 1 Flute Phoebe H*	Grade 1 Piano Amelia G**
Grade 3 Clarinet George C	Grade 2 Violin Lewis M	Grade 1 Alto Sax Louis B	Grade 1 Violin Huxley A**
Grade 3 Piano Grace S**	Grade 2 Violin Beatrice T	Grade 1 Cello Harriet B*	Grade 1 Violin Logan B*
Grade 3 Violin Amelia G*		Grade 1 Clarinet Imogen W*	Grade 1 Violin Dahlia M
Grade 3 Violin Anna B			Grade 1 Violin Martha M
			Grade 1 Violin Misha S
			Grade 1 Violin Beatrice T*
			Grade 1 Voice Mairead C

LoveDrama@LPW

Drama teaches children about the world, it encourages them to think about situations inside and outside school in different ways and it can encourage deep empathy for other people amongst many other things. At Lancing Prep Worthing, Drama continues to go from strength to strength and is a subject which many of our children enjoy greatly.

This year we have introduced drama lessons into the curriculum for all our Key Stage 2 children taught by Mr Grimshaw and Mrs Milling and this has been a huge success. The inestimable Miss Howard teaches many of our children in small groups, and as individuals, and it is with her that they prepare for performances at the Worthing Festival, in our Soirées at school, for our termly services and for LAMDA examinations. Our children represent us so well on all these occasions and I am always glad to see their faces when they finish a performance and know they have done the very best they can. The skills learnt in these lessons stay with them for life and the confidence they develop in speaking in front of others from such a young age is sometimes astonishing.

This year we have enjoyed huge success at the Worthing Festival of Music and Drama and many of our children were placed highly in their categories. Warm congratulations to them all and especially to the three invited to finals day.

Prepared Prose Reading : 7 Years: Elizabeth H and Harry C – Joint 3rd; 8 Years: Sydney M – 3rd; Zakir K & Martha M – Joint 4th; 9 Years: Grace W; 10 Years: Izzy B – 3rd; 11 Years (Award: The Diana Howard Cup): Grace C – 3rd, Emma S and Grace T – Joint 4th

Speaking your own Poem: 11 years & under – Grace T – 3rd

Solo Verse: 5 Years: Vivian B – 1st; William B and Olivia H – Joint 3rd; 6 Years: Constance deF – 2nd; 7 Years: Leila F – 4th; 8 Years: Zakir K – 3rd; John H 4th; 9 Years: Misha S – 1st, Anna B – 3rd; 10 Years: Izzy B – 1st; 11 Years: Emma S – 1st

Solo Drama: 9 Years: Grace W - 2nd; 11 Years: Grace C – 1st; Emma S – 3rd

Improvisation Duologue 12 year & Under: Grace C & Piper S – 1st; Amelie KM & Amelia G – 3rd



Izzy B, Emma S and Grace C all qualified for the Drama Festival Performer of the Year Finals held on Sunday at the Emmanuel Church. Izzy won *The Constance Scott Memorial Trophy* for the highest mark in verse (10 - 16 years of age).

Vivien B (poem) and Grace C (solo drama) were also invited to perform at the Gala Concert on Sunday 10 March.

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Senior Drama Club

Senior Drama club has continued to be a very popular after school activity with pupils from Years 6 to 8 attending in greater numbers than ever before! The children especially enjoy the warm-up games where they are often able to take the lead, which encourages them to think independently and gain confidence whilst preparing them to work on devised pieces which they then enjoy performing to their peers. Mrs Beeby and Mr Grimshaw can honestly say that the hour spent with the children in drama club is a highlight of their week! In the latter part of the year, drama club has been devoted to rehearsing for the annual musical, *Annie*, and this has been a source of much laughter and joy.

Junior Drama Club

In March, Years 7 and 8, were fortunate to be invited to watch the Lancing College production of *Legally Blonde*. This was a dramatic highlight of the year for many and a thoroughly enjoyable afternoon for everyone (including the teachers!). In the summer term a Lancing College Fourth Form touring production of *Goodnight Mr Tom* came to perform to our pupils in Years 5, 6 7 and 8 and we were delighted to welcome back Charina, a past pupil who was, as expected, outstanding. The children thoroughly enjoyed watching the Lancing students tell such a moving and beautiful story.

Finally, congratulations to Pippa S who won a Drama Scholarship to Lancing College and to Piper S who performed as a soloist in a professional touring production of *Evita*. Grace C achieved her Bronze Arts Award for her drama outside school this summer term which represents a huge amount of hard work and Beatrice T and Emma S were thrilled to learn that they had passed their Arts Awards Explore!

EXTERNAL LAMDA EXAMINATION RESULTS SUMMER 2019

Grade 4 Acting – Solo

Emma S**

Grade 3 Acting – Solo

Isabella B**, Grace C**, Piper S**

Grade 3 Group Devising Drama

Grace W**, Anna B**
Amelia G**, Amelie M**
Dahlia M**

Grade 2 Group Devising Drama

Jack B**, Zain B**, Phillip C**,
Phoebe H*, Frances C*,
Sydney M*

Solo Introductory Stage 2

Misha M**, Sophia S**,
Harry C**, Joshua C**,
Harrison F**, Jonathan C**,
Constance D F**, Max B*,
Sophia A**, Ruby H**, Leila F**,
Gus C**, Matilda A**

Grade 2 Group Acting

John H**, Chloe F**, Martha M**, Kaylee B**

Acting Grade 1 - Solo

Grace W**

Solo Introductory Stage 1

Vivian B**, Skantha N-R**, Charlotte McD**, Olivia H**,
William B** Cooper A*

Grade 1 Group Devising Drama

Zakir K*, Illyas M*, Lucas C*
Joshua H*

Duo Devising Drama Grade 1

Erin M**, Lewis M*

Entry Level Award in

Communication

Verse Speaking & Prose

Elizabeth H**

External Trinity Examinations

Grade 5

Grace T**

Grade 4

Misha S**

* denotes Merit

** denotes Distinction

Annual Musical: Annie

This was our fifth annual musical and what a musical it was! For the first time we took the whole Prep School to perform in the Theatre at Lancing College and it was incredibly exciting. We were so proud of every child, from our youngest Year 3 orphans to the top quality acting singing and dancing from those in Years 6, 7 and 8. Photographs cannot tell the whole story but we hope that they bring back happy memories of hard work and great joy.

Heather Beeby, Jenny Goodson, Nick Grimshaw and Helen Pelling



LoveMusicals@LPW



The Bannister Mile

Following on from the interactions of our then Year 6 children last year with Sir Roger Bannister, who passed away not long after, the school ran a charity mile in his memory on our school field. We decided there and then to make this an annual event. For 2019, the Prep School pupils headed off for Worthing seafront to run their mile along the promenade, starting at Worthing Pier and finishing at the seafront junction with Grand Avenue. The funds raised were in aid of the St Barnabas Hospice in Worthing.



was a great event in which the children did themselves proud both in their behaviour out in public and in terms of their effort for the run. Meanwhile the Pre-Prep children ran a mile (or near enough) around our school field. Ice creams were enjoyed by all at the finale courtesy of our very generous and supportive LPWA who also gave up their time to walk the Prep children down to the seafront from school and helped on the promenade as marshals along their run.

Dear Ms Bridges,

It gave me such pleasure to have your account of the Bannister Mile, and to my family as well, to whom I showed the photographs of your enthusiastic pupils. In fact, one of my sons was so moved that Roger's memory is kept alive in this way, that tears sprang to his eyes. The amount raised for the local hospice was quite astounding. My own schools – I went to Cheltenham Ladies College and then when the war broke out, St George's school in Switzerland because it was where my parents lived. Both schools were very traditional in raising money for good causes. Cheltenham had a whole enterprise in the East end of London. I am sure it inculcated a notion of giving from a very young age. I think it is one of the finest traditions that England has taught the world.

I wish you and your school all the very best and long may Roger's mile continue to be celebrated for good causes.

Thank you very much for writing.

Moyra Bannister

We were delighted to raise £4,000 for the hospice and they were very appreciative of the efforts made by the pupils and the school to support the work they do in the Worthing area.

Over the summer, Ms Bridges wrote to Lady Bannister to let her know about the event and she replied very movingly to us.

The Bannister mile is now firmly on our annual calendar and we will be raising funds in Sir Roger's memory again next year.

LoveLearning@LPW

“Sports do not build character. They reveal it.”

Heywood Broun

It's been a very busy year for Sport and PE and a year where the school has achieved some notable success. Here is a round-up of some of the highlights:



The U8/U9 girls' netball teams grew in confidence as the season progressed and achieved some pleasing wins against Dorset House, Sompting Abbots and Windlesham School, Brighton. In the short summer rounders season, they won five of their games, drawing one and narrowly losing just two. The U8 girls also played two football matches against Handcross Park, winning one and losing the other. Our girls also did very well at the Handcross Park Cross Country meet, with Sienna and Sophia placed 6th and 9th overall.



The U10 girls had a sparkling netball season this year, winning all six of their fixtures. They were placed 2nd in their group and 4th overall after the play-offs in the Versatility tournament at Handcross Park. The U11 team gained some valuable experience and some success, coming 3rd in the Lancing College tournament. The U12 and U13 girls, had a balanced season, winning four and losing four.

The U10 and U11 girls have benefited from their hockey training at Lancing College and there has been a marked improvement in their game play. The rounders season did not include many fixtures for the older girls, although the U11s won comfortably against Sion and the U10s came 3rd overall in a tournament hosted by Great Ballard.

The U12s and U13s played well in the Lancing College tournament with the U13s making the final.



Our swimmers took part in galas and the IAPS competition and acquitted themselves well. Sophia B in Year 6 also competed in her first county swimming gala and achieved two PBs in the 200m freestyle and 100m backstroke. She was placed 5th and 4th respectively in her age group. She will be a force to be reckoned with going forward.

Physical Education



For the boys, our U9 football teams had some pleasing results with wins over Great Ballard, Sion, Windlesham House. They will have much to work on for next year. It was a similar story with hockey with the highlight being a win over our sister school in Hove and for cricket where they lost two games narrowly but achieved wins over Shoreham College and Windlesham School Brighton.



The Colts football team won 22 of their 34 matches. They were placed 3rd in the Lancing College tournament, just losing on penalties in the semi-final. They won the LPW football tournament with wins over Great Ballard, Shoreham College, Sompting Abbots and Sion. The boys have tried their hand at basketball with mixed results and fared rather better in hockey matches against LPH and Dorset House, winning three and losing just one. Their cricket matches were another mixed bag of results but they have all gained experience which will stand them in good stead next year. The U13 footballers had a good season, coming 3rd overall in the Bede's Tournament, having won all their group stage games against strong opposition. They had good wins over Dorset House and Sompting Abbots and were placed second in the LPW tournament. Overall they played 18 matches of which they won 12 and drew one. Harry S was selected for the Prep Schools' Pumas squad, who represent prep schools in the South East region. Harry attended training camps and the Gothia World Cup tournament in Sweden.

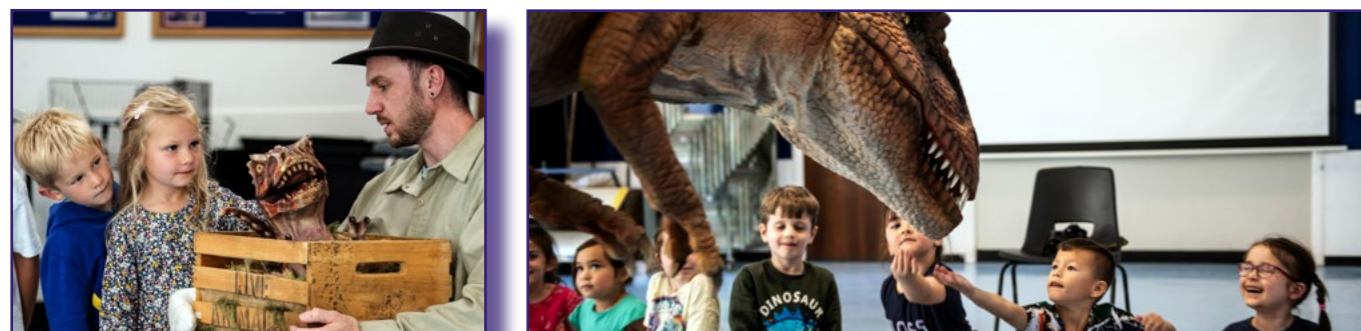


Our Year 8 Tennis star, Will T played for the U15 Lancing College team, winning the Sussex Shield. Will is also Sussex Tennis U14 singles & mixed doubles champion and U16 singles & doubles champion. He was the youngest player to make the last 8 in the Wimbledon 14 & Under tournament.

We were delighted that Will and Harry S achieved sports scholarships and George H-H the Peter Robinson cricket scholarship, all to Lancing College, with James N's sport contributing to his Ken Shearwood all rounder award. Sport at LPW definitely has a buzz about it these days!

Third Generation Day

Each year, our Third Generation Day seeks to create a memory so distinctive for our pupils that we hope they will tell their future generations about it when the time comes! This year, the Prep school pupils spent an action-packed day at the Adur Outdoor Activities Centre and our younger pupils had a date with a dinosaur in the school hall!



LoveCooking@LPW

Our Food and Nutrition room is much in demand, both during the day and in the popular after school cookery clubs for Prep children.

The pupils' enthusiasm for the culinary arts has been enhanced by visits from our very own Masterchef Winner 2018, Kenny Tutt. In December Kenny came into school to work with our Year 2 children to make Christmas Turkey Sizzlers! The children were impressed with how tasty they were and we hope that this encourages them to learn to cook from scratch at home. We aren't sure how he did it but Kenny made the whole school smell mouthwateringly delicious!

It was the turn of our Reception children and our Year 8 scholars in the Spring Term on Shrove Tuesday when Kenny returned to make scrummy pancakes. Year 8 went on to prepare a super formal dinner for their parents in the Summer Term.



ParentsLoveLPW

Our fabulous LPWA contributes greatly to the life of the school and this year we have benefited from the expertise and commitment of Sandi Callard, Karen Howell and Jane Peckham, supported by a great number of enthusiastic and talented parents, who have dedicated enormous amounts of time and energy to support the children in a range of activities they would not otherwise have had the opportunity to enjoy.

This year, the LPWA arranged a stunning firework display, the very energetic Nursery and Pre-prep beefit party, the magical Christmas fair, the very grown-up Prep Youth Club night, a fiercely contested quiz and curry night for parents and guardians, they supported Lancing Prep at Hove with their circus event, they provided Mother's and Father's day gifts for the children to make, and organised a fun-filled summer fair. Lots of willing parents also came to help with the Bannister Mile which took place on Worthing seafront towards the end of the summer term.

Funds raised by the LPWA were spent on:

- An author visit – £420
- Scroll saws for the Art Department – £260
- A Table Tennis table – £679
- The EYFS Christmas party – £120
- Magazine subscriptions – £59
- Strictly Come Historical Dance – £250
- The Pre-Prep Panto – £714
- Christmas crackers - £64
- Ice skating - £581
- Third Generation Day - £2,535
- French and Spanish playground signs - £108
- Pre-Prep Panto deposit for 2019 - £108

This makes a total of £5,970 for the school year.

I would like to warmly thank Sandi, Karen, Jane and all the members of the committee for being such an important part of our school community and for their boundless support for the children and their teachers.





**Love Learning
Be Kind
Go out into the World and do Good**



Lancing Prep Worthing

A Lancing College Preparatory School

Broadwater Road, Worthing, West Sussex BN14 8HU

T: 01903 201123 www.lancingcollege.co.uk