



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

LANCING COLLEGE PREPARATORY SCHOOL AT WORTHING

INDEPENDENT SCHOOLS INSPECTORATE

Lancing College Preparatory School at Worthing

Full Name of School	Lancing College Preparatory School at Worthing		
DfE Number	938/6029		
EYFS Number	EY317297		
Registered Charity Number	1155150		
Address	Lancing College Preparatory School at Worthing Broadwater Road Worthing West Sussex BN14 8HU		
Telephone Number	01903 201123		
Fax Number	01903 821777		
Email Address	bmsregistrar@broadwatermanor.com		
Interim Head	Revd Roger Marsh		
Chair of Governors	Dr Harry Brunjes		
Age Range	2 to 13		
Total Number of Pupils	141		
Gender of Pupils	Mixed (87 boys; 54 girls)		
Numbers by Age	2-3 (EYFS):	9	5-7: 26
	3-5 (EYFS):	37	7-13: 69
Number of Day Pupils	Total:	141	
Head of EYFS Setting	Mrs Cynthia Flower		
EYFS Gender	Mixed		
Inspection Dates	28 Jan 2014 to 31 Jan 2014		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in November 2010.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

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

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

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 in the published report but will have been considered by the team in reaching their judgements.

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

INSPECTION EVIDENCE

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

Inspectors

Mrs Joy Richardson

Mr David Sibson

Mr Michael Till

Mrs Glynis Holmes

Reporting Inspector

Team Inspector (Head, IAPS School)

Team Inspector (Former Deputy Head, IAPS School)

Co-ordinating Inspector for Early Years

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 THE SUCCESS OF THE SCHOOL	2
(a) Main findings	2
(b) Action points	3
(i) Compliance with regulatory requirements	3
(ii) Recommendations for further improvement	3
3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS	4
(a) The quality of the pupils' achievements and learning	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	7
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for pastoral care	8
(c) The contribution of arrangements for welfare, health and safety	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	10
(a) The quality of governance	10
(b) The quality of leadership and management, including links with parents, carers and guardians	10
6 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	12
(a) How well the early years provision meets the needs of the range of children who attend	12
(b) The contribution of the early years provision to children's well-being	12
(c) The leadership and management of the early years provision	12
(d) The overall quality and standards of the early years provision	13

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 In January 2014, the former Broadwater Manor School became Lancing College Preparatory School at Worthing. Founded in 1930 and previously in family ownership, the school is now a registered charity and a limited company run by Lancing College, a Woodard School. An interim head is leading the school for two terms, pending a new appointment to the headship. A governing body is being constituted for the school under the auspices of Lancing College.
- 1.2 The school is housed in a Georgian manor house and its facilities include a hall, gymnasium, playground areas and a sports field. A programme of refurbishment is underway. It aims to create an environment with a distinct Christian ethos which will enable children to reach their full potential. The school seeks to nurture in them a love of learning and a creative spirit. It is concerned that, in living and playing together, the children should develop a sense of service to each other and to the wider community which will characterise their future lives.
- 1.3 The school has 141 boys and girls aged from 2 to 13. The school is registered to provide an early years setting for children from the age of two, and 'wrap-around care' on school days between the hours of 8.00am to 6.00pm, and during school holidays. The Early Years Foundation Stage (EYFS) comprises the Kindergarten and Nursery, attended part-time by 34 children and full-time by 1 child, and Reception attended full-time by 12 children. The Pre-Prep Department provides for children from Reception to Year 2 while the Prep Department comprises Years 3 to 8. Currently, the school has more boys than girls.
- 1.4 The school has 16 pupils who have been identified as having special educational needs and/or disabilities (SEND), eight of whom receive additional learning support. A few pupils speak a home language other than English, but none requires support in learning English as an additional language.
- 1.5 The ability profile of the school is above the national average. There is some variance between the spread and average ability of each year group, but on the whole most pupils are of at least above average ability, and almost a quarter are of well above average ability.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school aims to enable children to reach their full potential and it achieves a large measure of success in this. Pupils make an excellent start in the early years. Throughout the school, pupils are well grounded in basic skills. They achieve high standards in English and particularly in reading. They are confident in working with numbers, though less so in applying their skills to solve problems. The curriculum offers a broad range of subjects and is supplemented well by extra-curricular activities. Art, music and physical education feature strongly. Pupils make good progress in all areas because of effective teaching. Pupils with SEND are carefully supported and those who are gifted and talented are identified and offered enrichment activities. Pupils are well known as individuals and their progress is checked through regular assessments. However, teaching does not always take full account of individuals' capabilities and prior learning. In some lessons, pupils all work at the same level. Pupils have positive attitudes to learning and are keen to succeed. They apply themselves well, readily contribute their ideas and show great interest.
- 2.2 The quality of pupils' personal development is excellent, reflecting an ethos of care, respect, and service to others. Pupils have a strong sense of belonging and are proud of their school. Older pupils take their responsibilities seriously, setting a good example and doing jobs that help the school community. Pupils strive to adhere to the principle of treating others as you would like to be treated, and the standard of behaviour is excellent. Pupils are supported by high quality pastoral care and know that they can turn to staff if they have any concerns. The school pays close attention to the health, safety and welfare of pupils. It has effective procedures for safeguarding pupils and ensuring their wellbeing.
- 2.3 A governing body is being established and the new governance arrangements are well tuned to the needs of the school as it joins the Lancing group. The school's leadership and management are providing continuity while reviewing the school's strengths and areas for development. Oversight of academic and pastoral matters by the school's leaders is effective. However, opportunities for professional development have been limited. Roles and responsibilities for improving teaching and learning, in all subjects and across all age groups, lack clarity. The sharing of good practice has been constrained by pressures of time, and some staff feel that they are working in isolation. The school has a strong partnership with parents and questionnaire responses show a high level of satisfaction with the school. Transition arrangements are being handled well, giving staff, parents and pupils confidence in the future.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Review roles and responsibilities throughout the school to support continuous improvement in teaching and learning across all subjects and age groups.
 2. Ensure that teaching in all lessons takes full account of pupils' individual capabilities and prior learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is good.
- 3.2 Pupils achieve well across a broad range of subjects and activities and become good learners. They are educated in accordance with the school's aim of helping pupils to reach their full potential while nurturing in them a love of learning and a creative spirit. Pupils are confidently articulate and readily express their opinions, and they listen attentively. They reach high standards in reading, benefiting from regular reading at home with the support of parents that builds on work in school. Pupils' writing develops at a slow pace in the younger years, but many older pupils write fluently and imaginatively in work across the curriculum. They become accurate in their use of grammar, spelling and punctuation. Pupils achieve well in routine mathematical calculation but do not build on this sufficiently in using and applying their mathematical skills.
- 3.3 Pupils show creativity in their art and design work, as demonstrated in the high standard of work displayed around the school. They engage competently and enthusiastically in sport and other physical activities. They use basic skills in information and communication technology (ICT) as a matter of course in many lessons and homework tasks. Pupils show that they think logically and work independently, for example, when classifying animals in science, or considering issues in geography around the establishment of a National Park.
- 3.4 Pupils sing well and the choirs perform to a high standard. Many pupils have individual tuition in drama and music, performing to a high standard and often gaining distinction in examinations. A number of pupils have won first place in local, regional or national competitions, in art, poetry and writing. Pupils represent the county in a wide range of sports, and the school has a successful record in inter-school sporting tournaments. Pupils participate in local pantomimes alongside professional actors, and high achievement beyond the classroom is encouraged, for example in dance.
- 3.5 The following analysis uses the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. Pupils' attainment is good in relation to national age-related expectations. Results in National Curriculum tests at the age of 11 have been above the national average for maintained primary schools. In 2013, a majority of pupils reached a level beyond the expectation for their age in English, and a smaller proportion did so in mathematics. At the age of 13, pupils often gain scholarships to senior schools for music, sport and drama as well as for academic achievement. Most pupils are successful in gaining entry to the school of their choice.
- 3.6 Throughout the school, pupils make good progress in relation to their ability, as seen in lessons and in regular assessments that identify the rate of progress by each pupil over time. Pupils with SEND make good progress from their different starting points because of careful attention to their needs and precisely targeted work that helps to fill gaps in learning. The most able are encouraged to aim high by the school's identification of gifted and talented pupils and increasing attention to their needs, in and out of lessons.

- 3.7 Pupils of all ages have positive attitudes to learning, showing initiative and self-discipline. They have good work habits. They work well independently or with others, applying themselves to the task in hand and showing great enjoyment in learning.

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

- 3.8 Curricular and extra-curricular provision is good.
- 3.9 The curriculum is suitable for all ages, abilities and needs and it reflects the aims of the school in enabling pupils to realise their potential in many areas. The school provides a broad curriculum including French from Year 2, discrete humanities subjects from Year 3, and Latin from Year 4. Biology, physics and chemistry are taught as separate sciences in Years 7 and 8. Pupils are taught mainly by class teachers until Year 5, and mainly by subject specialists in the older years. Specialist teaching in music and PE contributes to the strength of achievement throughout the school. Planning of the curriculum is thorough, though uneven in its consideration of appropriate levels of challenge for all pupils.
- 3.10 Effective provision is made for those with SEND through liaison between the special educational needs co-ordinator (SENCO) and the learning support teacher. Individual education plans for these pupils guide work in lessons and in individual learning-support sessions. In addition, staff provide extra help for lower attaining pupils in weekly 'clinics' for English and mathematics. Gifted and talented pupils are identified on the basis of academic attainment and/or achievement in sport, music, and art. Enrichment activities are provided for them, as detailed in school reports and on their individual target sheets, though this focus is not always carried through into subject and lesson plans. A well-considered programme of personal, social, health and moral education underpins pupils' personal development.
- 3.11 Creative, expressive and practical subjects have a strong place in the curriculum, as seen in lessons and in clubs. All pupils learn to play the recorder, with additional sessions for any who are falling behind. The school's musicians play a range of instruments at events both in and out of school. Pupils participate in regular music and drama productions that develop their confidence in performance. Delivery of the curriculum has recently been enhanced through the installation of interactive whiteboards in a number of teaching rooms. The school has a computer suite and additional computers in classrooms, but the curriculum is often constrained by difficulties in accessing the internet. The library is being refurbished to improve pupils' limited access to books at school.
- 3.12 Curricular learning is enriched by visitors to the school, such as speakers from local charities, and coaches from local sports clubs. A range of educational visits supports the curriculum in all age groups, and the recent provision of a minibus is further expanding opportunities. The school offers a residential activity trip for Years 3 to 5 and a biennial French Trip for Years 6 to 8.
- 3.13 The range of extra-curricular activities provided is good for the size of the school, though greater in the Prep than the Pre-Prep. Pupils participate with enthusiasm in purposeful and well-organised clubs, from sport, music, and drama to art and ICT. They also have a daily opportunity for completing homework at school. A good range of sports fixtures is organised and all pupils have the opportunity to represent the school in teams. The school has strong links with the local community and

pupils participate in many events that expand their learning while contributing to the well-being of others.

3.(c) The contribution of teaching

- 3.14 The quality of teaching is good.
- 3.15 Although the quality of teaching has occasional inconsistencies, the mainly good and often excellent teaching that the school provides supports pupils in making good progress and reaching high standards. In accordance with the school's aims, the teaching develops a love of learning and a creative spirit in pupils, helping them in large measure to achieve their potential.
- 3.16 Teaching is effectively planned to ensure appropriate coverage of the curriculum over time. Lesson plans note the different abilities of pupils, and all teachers are aware of pupils with SEND and those who are gifted and talented. Lower attaining pupils are well supported, and learning support teaching in individual sessions is clearly focused. Teaching and learning have improved since the previous inspection as a result of increasing focus on the needs of gifted and talented pupils, though this is not yet done consistently well.
- 3.17 Pupils' work is regularly marked and, from Year 3, effort and achievement grades are awarded. Pupils learn to check their own work, and are encouraged in some lessons to evaluate their own learning. Pupils are given targets to work towards, and these often provide a helpful reminder, though it is not always clear how they fit into overall progression within the subject.
- 3.18 Pupils' work is regularly assessed. This provides a clear picture of progress over time, for example in writing, and shows how well pupils are meeting or exceeding the National Curriculum levels expected for their age. Information from assessment is widely available and carefully considered by teachers, though not used consistently to shape the planning of lessons. Work is often carefully adapted to build on the prior learning of individual pupils, including the most able, but in some lessons pupils all work at the same level.
- 3.19 Teaching demonstrates good subject knowledge. Pupils are frequently inspired by their teachers' enthusiasm and passionate interest in the subject. Teaching methods are tailored to the task in hand. Imaginative approaches engage pupils practically and set learning in context. As a result, learning is brought to life, as for the Year 2 crew recruited to Shackleton's Antarctic expedition. Teaching encourages independent thought and pupils work purposefully in groups, as when challenged in Year 8 to identify and evaluate a poet's use of imagery. Where teaching is less effective, activities are not planned precisely to bring about the desired learning and to build on what pupils already know.
- 3.20 Homework is used to good effect to reinforce and to extend learning. Pupils often show initiative in reading widely, writing stories or researching information at home. Teachers have a strong rapport with their pupils. Classes are managed well so that expectations are clear and learning proceeds at a good pace. Pupils are confident in asking for help when they do not understand and appreciate the support they receive from teachers.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The high quality of personal development reflects the school's aim that, in living and playing together, the children should develop a sense of service to each other and to the wider community, in an environment with a distinct Christian ethos.
- 4.3 Pupils are confident and thoughtfully self-aware. They are mature in their dealings with others, seeking to understand why people behave as they do. They understand that their immediate experiences reflect much broader principles. For example, in an assembly by Year 6 pupils, following a Holocaust memorial event, pupils explored the impact of playground behaviour that belittles or excludes people who may be different.
- 4.4 Pupils appreciate the rules that govern the community and refer frequently to the important principle of treating others as they would like to be treated. Their behaviour is excellent. They are kind and co-operative and they communicate positively with each other and with their teachers. Boys and girls relate easily to each other, and work together harmoniously. Pupils have strong views about fair play, equality and accepting other people as they are. They express their opinions confidently while also taking account of other perspectives.
- 4.5 Pupils have an extremely strong sense of responsibility and are conscientious in carrying out tasks that contribute to the well-being of the school community. All pupils in Year 8 are prefects and they recognise the need to set a good example and encourage good behaviour. They exercise leadership and show care towards younger pupils, as when older boys helped to organise playground games, and older girls designed netball drills for younger players.
- 4.6 Pupils develop a strong understanding of their social and environmental responsibilities. Representatives sit on an eco-committee that helps to raise awareness amongst all pupils about looking after their environment. Pupils gain an appreciation of democratic processes. School council members are elected from each year group. They are proud of their achievements, for example in changing some of the less popular menu choices, developing an adventure playground and adding a disco and games nights to the events calendar. They are thoughtful and sensible in selecting appropriate items to raise with the Head following school council meetings. Pupils raise funds for local charities and are eager to contribute further to the organisation of charity fundraising activities.
- 4.7 Pupils have a broad awareness of events in the wider world. They develop understanding and respect for the diversity of faiths and cultures, including their own. They show interest in the experiences of pupils within the school who speak another language or practise a different religion. They welcome newcomers and relate harmoniously to those from different backgrounds.
- 4.8 Pupils have an excellent standard of personal development by the time they leave the school.

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

- 4.9 The school's arrangements for pastoral care are excellent.
- 4.10 Pupils are looked after extremely well, giving expression to the school's aim of nurturing pupils in accordance with values that will characterise their future lives. Pupils thrive, academically and personally, because of an atmosphere of mutual respect. Each pupil knows, and is known by, most of the staff and information about particular needs is shared so that pupils are treated with insight and understanding. Pupils are helped to make a smooth transition through each part of the school and clear guidance is provided about the next stage of education.
- 4.11 Pupils are strongly encouraged to eat healthily, and at lunchtime they share a hot, nutritious meal cooked on the premises. Thoughtful provision is made for any special dietary needs. Pupils have excellent opportunities for regular exercise, at playtimes, in PE lessons and in extra-curricular sporting activities.
- 4.12 In the pre-inspection questionnaire, a few parents expressed concern about bullying. Inspectors judge that the school takes effective action to secure high standards of behaviour and to prevent bullying. Behaviour is monitored closely to detect any trends or patterns. Excellent work or behaviour is rewarded with quarter stars which accumulate to the acquisition of star badges. Pupils are highly motivated by the treats gained by the winning house for that term. They value the recognition of especially good work and aspire to receive an award from the head for projects of high quality. Sanctions are used rarely but appropriate procedures are in place, and are followed, should the need arise.
- 4.13 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities. A high level of care is shown in seeking to meet any particular physical or educational need.
- 4.14 The school seeks pupils' views through discussion in lessons and tutor times. The school council provides an effective conduit for pupils to articulate their ideas to the school's management. A few pupils in responding to the pre-inspection questionnaire did not think that the school sought and responded to their opinions, but inspectors found that pupils have many opportunities to make their views known.

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

- 4.15 Arrangements for welfare, health and safety are good.
- 4.16 The school places a high priority on ensuring the suitability of staff to work with children. All the required checks are carried out before staff start work, and these are recorded appropriately on a single central register of appointments.
- 4.17 Staff are regularly trained in child protection and have a good understanding of their responsibilities. A new child protection officer has been recently appointed, following the change in school leadership. The school's safeguarding policy, further revised during the inspection, meets requirements and clearly outlines the procedures to be followed in cases of concern. Annual review of this policy and of the school's procedures for safeguarding children is recognised as a legal responsibility to be undertaken by the whole of the new governing body.

- 4.18 The school carries out thorough assessments of risk in relation to its activities, and is vigilant in identifying potential hazards. A system is in place for reporting any safety concerns so that prompt action can be taken, though this relies largely on informal communication. The link with Lancing College is providing an extra layer of support in ensuring that matters regarding health and safety are systematically addressed and regularly reviewed.
- 4.19 The school has good arrangements to avoid risks and to ensure safety in case of fire. Fire equipment is regularly checked and serviced and termly fire drills are organised to ensure that the building can be quickly evacuated.
- 4.20 The staff are well trained in first aid, and suitable arrangements are made to administer medicines and to look after pupils who are ill or injured. The school makes every effort to provide appropriately for pupils who have special educational needs or disabilities, or special medical or dietary needs.
- 4.21 The admission and attendance registers are properly maintained and correctly stored.
- 4.22 Points of non-compliance with regulatory requirements noted at the previous inspection, concerning staff appointment checks, risk assessments and the admission register, have been fully remedied.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is good.
- 5.2 A governing body for the school has been newly constituted, comprising members of the Lancing College governing body, under the leadership of its chairman, and including several members who have had a long association with the school. Although this body has yet to meet, its structure has been carefully designed to meet the needs of the school as it makes the transition to membership of the Lancing group of schools.
- 5.3 Effective communication by the chairman and other designated governors, and careful arrangements for a smooth transition, have bred confidence in the future amongst staff, parents and pupils. Staff appreciate the interest taken by governors, and the supportive links being forged with Lancing College and Lancing College Preparatory School at Hove. The new governance arrangements are already providing stimulus for growth and improvement through investment in staff, accommodation and resources.
- 5.4 The interim head, in post for two terms, is charged with developing governors' insight into the working of the school as a basis for their longer term strategic planning. Close liaison with Lancing College ensures that the school meets statutory requirements. Serious attention has been paid to ensuring that safeguarding and child protection arrangements are appropriate and fully implemented, and that governors exercise effective oversight.

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

- 5.5 The quality of leadership and management, including links with parents, is good.
- 5.6 The school's leadership and management are maintaining the school's ethos in successful pursuit of its aims. As a result, pupils are taught well, achieve good standards, feel safe and happy at school, and develop excellent personal qualities. Since the previous inspection, the school has identified strategic priorities for the longer term which are being taken forward through the link with Lancing.
- 5.7 The interim head and the senior management team are ensuring continuity in the life of the school while embracing the expanded opportunities offered by its new identity. A process has been initiated, with all staff, of evaluating the school's strengths and areas for development and reviewing the quality of teaching and learning, to support improvement planning for the future.
- 5.8 The school's provision for pupils with SEND, and for those who are gifted and talented, is led effectively, providing an increasing focus on the educational needs of different pupils.
- 5.9 The senior management structure provides for the clear and effective oversight of academic and pastoral matters. The role of heads of department and co-ordinators, in monitoring teaching and learning and working for improvement in different parts of the school, is less clear. Many staff carry multiple responsibilities, and give their

time generously in supporting the school's many activities. Staff briefing meetings and curriculum meetings during the school day are used well to share information. However, pressures on time and finance have limited opportunities for the professional development of staff, and for sharing good practice. As a result, variations in the quality of teaching persist, and some staff say that they feel isolated in their work.

- 5.10 The school is well administered and diligent in ensuring the suitability of staff. The staff are well trained for their roles in safeguarding, welfare, health and safety.
- 5.11 The school has extremely strong links with parents and works with them in a true partnership for the benefit of pupils. The school provides all required information for the parents of pupils, or prospective pupils. It handles any concerns with care, in accordance with its published procedures. Responses to the pre-inspection questionnaire show that parents are highly satisfied with the education and support provided for their children. They are confident that children feel happy and safe at school, and are pleased with the range of subjects offered.
- 5.12 In their responses to the pre-inspection questionnaire a few parents indicated that they would like more information about children's progress. Inspection found that the information provided is regular and comprehensive. Parents receive twice-yearly reports, and school examination results and National Curriculum levels when appropriate. There are also two consultation evenings for parents each year. The end-of-year reports are highly informative about pupils' achievements and progress over the year, often including guidance for further improvement. Parents say that teachers are always willing to take time to discuss their child's progress, and almost all consider that they receive a timely response to any questions.
- 5.13 The weekly newsletter is seen by parents as an excellent way of keeping parents in touch. Parents enjoy, and contribute to, a variety of social events, as well as attending school performances and joining in with charity fundraising activities. Parents are positive about the new opportunities that are becoming available through the school's association with Lancing College. They appreciate the clear communication they have received about the future of the school

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. Precise planning of the educational programmes ensures that provision in all the areas of learning is tailored to the needs of every child, including those with SEND. Adults support children's learning and development extremely well and are highly aware of children's individual abilities and needs. The educational programmes help all children to reach the level of development typical for their age.
- 6.2 Practitioners have high expectations of all children. They provide challenging, exciting activities that engage and motivate children and develop their thinking. Children behave extremely well and develop excellent listening skills. They concentrate for extended periods of time and are highly enthusiastic about learning. The provision lays strong foundations in learning for children under three and a widening programme of focused activities extends the skills of three to five year olds. Careful, regular assessments are used effectively by staff to ensure that children of all ages and abilities are fully prepared for the next stages in their learning.
- 6.3 Excellent relationships are established with parents through pre-entry home visits and the sharing of knowledge about children. As a result, children settle quickly and feel safe and secure. Parents are kept fully informed about their child's learning experiences and their progress and achievement. Parents are highly satisfied with the setting and extremely positive about their close partnership with staff.

6.(b) The contribution of the early years provision to children's well-being

- 6.4 The contribution of the early year's provision to children's well-being is outstanding. Care practices are excellent. All staff know every child in the setting and respond sensitively to their individual needs. The key person system, introduced since the previous inspection, is highly appreciated by parents. Children under three quickly form secure attachments with carers.
- 6.5 Children are looked after extremely well so that they develop confidence and are happy and secure. They are encouraged to show respect for each other, to take turns and to share. Children are given many opportunities to play imaginatively and co-operatively and to explore their surroundings. The under threes take delight in new experiences that expand their understanding of the world. The over threes are able to select activities and equipment completely independently and they become deeply involved in pursuing their own learning goals. Children make full use of a large outdoor area and of the school's gymnasium, benefiting from daily physical exercise and the practice of climbing and balancing skills. Children of all ages are encouraged to be independent when dressing. They wash their hands carefully with soap and appreciate that their snacks and hot lunches should be healthy. Children are well prepared for transitions within the setting, and for the move into Year 1.

6.(c) The leadership and management of the early years provision

- 6.6 Leadership and management are good. Arrangements within each part of the setting are extremely effective in overseeing the educational programmes and the

fulfilment of requirements concerning the welfare and safeguarding of children. An overall manager has recently been designated for the setting as a whole, but roles and responsibilities in relation to the school's overall management structure are not clearly defined. The new governance arrangements provide for effective oversight of the setting.

- 6.7 The setting's educational programmes are regularly reviewed, with the involvement of all practitioners, and evaluated for their effectiveness. Practitioners are strongly committed to safeguarding children's welfare. The required policies and procedures are in place and implemented consistently to ensure the children's health and safety and promote equality. Careful risk assessments are carried out. All staff participate regularly in paediatric first aid and child protection training.
- 6.8 Systems are in place for appraisal and supervision, and staff welcome the opportunity to discuss and improve their practice. Professional development needs are identified and often met through training provided by the local authority. The setting has well-established partnerships with parents and external agencies that help staff in identifying and meeting the needs of children, including those with SEND.
- 6.9 Recommendations from the previous inspection concerning cohesive planning, risk assessments and the use of self-evaluation have been effectively addressed.

6.(d) The overall quality and standards of the early years provision

- 6.10 The overall quality and standards of the early years provision are outstanding. Children make excellent progress relative to their starting points. Children under three progress rapidly in their personal and emotional development, in communication skills and in their physical development. They enlarge their vocabulary and begin to learn letters and numbers. Those over three follow a wider programme with more focused activities that effectively develop their literacy and mathematical skills. Children in Reception know how to read and write words from the sounds of letters, and are beginning to read simple text and to write independently. They have a good grasp of numbers. Children make substantial progress towards the Early Learning Goals in all the areas of learning, usually reaching and often exceeding them by the end of Reception.
- 6.11 The setting's caring practice keeps children safe, secure and happy, and enables them to succeed. Children with SEND are supported extremely well so that they make excellent progress. Able children are given challenging activities in order to extend their learning. Practitioners have a shared understanding of how to deal with any safeguarding issues and how to protect and support children in their care. Leadership and management within the setting are effective in evaluating practice and establishing how improvements can be made for the benefit of the children.

Compliance with statutory requirements for children under three

- 6.12 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Section 2 includes any identified action the Early Years Foundation Stage is recommended to take in order to improve its provision.