



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Lancing College Prep at Hove**

**November 2022**

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## School's Details

<b>School</b>	Lancing College Prep at Hove			
<b>DfE number</b>	846/6000			
<b>Registered charity number</b>	1076483			
<b>Address</b>	Lancing College Prep at Hove The Droveaway Hove East Sussex BN3 6LU			
<b>Telephone number</b>	01273 503452			
<b>Email address</b>	hove@lancing.org.uk			
<b>Headteacher</b>	Mrs Kirsty Keep			
<b>Chair of governors</b>	Mr Martin Slumbers			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	289			
	<b>Pre-school and Reception</b>	48	<b>Pre-Prep</b>	54
	<b>Prep</b>	187		
<b>Inspection dates</b>	22 to 24 November 2022			

## **1. Background Information**

### **About the school**

- 1.1 Lancing College Prep at Hove is an independent day school. It was founded in 1896 and moved to the current site in 1913 and became co-educational in 1999. In 2002 it joined the Lancing College group of schools, with whom it shares a governing body. The school comprises 2 sections: the Pre-Prep which is made up of Pre-School and Reception, for children in the Early Years Foundation Stage (EYFS) and pupils in Years 1 and 2; and Prep, for pupils in Years 3 to 8.
- 1.2 The current chair of governors took up his post in 2019.

### **What the school seeks to do**

- 1.3 The school aims to educate pupils to develop a love of learning and reach their full potential, enriched by the arts and physical activities. It aspires to enable each pupil to be successful, celebrated and develop creativity and independence of thought. The school seeks to support the pupils to have confidence and self-belief and promote a strong set of values to equip them for their future. It endeavours to be an inclusive and caring community where all pupils feel supported and nurtured.

### **About the pupils**

- 1.4 Most pupils are local to the school. Data indicates that the ability of pupils on entry to the school is broadly average compared to those taking the same tests nationally. One pupil has an education, health and care (EHC) plan. The school has identified 39 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. English is an additional language (EAL) for 46 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified pupils as being the more able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in sport.

## 2. Regulatory Compliance Inspection

### Preface

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

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

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

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

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

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

## Key findings

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

### **PART 1 – Quality of education provided**

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

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

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

### **PART 3 – Welfare, health and safety of pupils**

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

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

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

### **PART 5 – Premises of and accommodation at schools**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are

maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

## **PART 6 – Provision of information**

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

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

## **PART 7 – Manner in which complaints are handled**

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

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

## **PART 8 – Quality of leadership in and management of schools**

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

#### Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils apply their excellent communication skills to all areas of learning.
- Pupils demonstrate excellent study skills. They routinely ask thought-provoking questions, confidently draw on a range of resources and analyse information.
- Pupils have extremely positive attitudes to learning. They are self-sufficient and proficient working independently or in groups.
- Pupils show high levels of knowledge skills and understanding for their age in many areas.

3.2 The quality of the pupils' personal development is excellent.

- Pupils' self-understanding is excellent. They are confident, resilient and strongly engaged with their own learning.
- Pupils understand right from wrong and have a strong sense of fair play. They take responsibility for their own behaviour and display mutual respect and positive relationships with others.
- Pupils have an excellent awareness of community and collaborate productively in groups and teams.
- Pupils are highly respectful of diversity in all its forms.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to broaden their technological knowledge and apply a greater range of information and communication technology (ICT) skills.
- Strengthen further pupils' knowledge of different religions, cultures and beliefs.

#### The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Pupils' academic attainment is very strong with many senior pupils achieving very highly in academic assessments and gaining scholarships for their next school. Pupils make rapid progress in lessons. In discussion, pupils said that they feel challenged in their learning and are proud of the progress they make, particularly in relation to their starting points. Data and classroom observations show that the performance of pupils with SEN or EAL is comparable to their peers. Most parents who responded to



the pre-inspection questionnaire agreed that their child's individual needs are met effectively and almost all said that teaching enables their child to make progress.

- 3.6 Pupils show extremely high levels of knowledge and understanding for their age in many areas and apply their skills and previous learning to new situations. Pre-prep pupils develop awareness of the world around them, making intelligent observations about their environment and showing an excellent understanding of cause and effect. Reception children described the sand as being 'sticky' due to the rain, which they said made it better for building. Older pupils show strong understanding across the humanities and science. For instance, Year 6 pupils showed excellent knowledge of sustainable energy, drawing on previous learning effectively to design a sustainable house. They defined key words, such as 'biomass', 'wind farm' and 'solar', and explained how these natural sources of energy work. In English, pupils demonstrate an excellent understanding of the different features of persuasive, descriptive, and instructional writing, proving to be proficient wordsmiths. When writing persuasive letters to the Home Secretary, Year 4 pupils included an accomplished balance of evidence-based facts and statistics, alongside emotive language and rhetorical questions. Pupils display excellent co-ordination, spatial awareness, agility and strength. Pupils show strong development in creative areas of learning, such as music, drama and art. They acquire excellent skills, benefitting from both clear demonstration and freedom to explore the materials and tools available. They apply these well, producing high quality artwork, as seen in displays around the school. Pupils demonstrate strong musicality, accurately applying knowledge of rhythm, pace and pitch, when singing and playing percussion instruments. Pupils have responded well to strategic changes made by governors and leaders to bring the younger pupils' classrooms into the main building and developing the space gained to extend music facilities.
- 3.7 Pupils' communication skills are excellent and applied across all areas of learning. They listen respectfully to one another and respond with interest. Pre-prep pupils were spellbound during assembly, as they listened and interacted with the story being told. Older pupils are adept and confident in expressing ideas with thorough explanation to validate their thoughts. Pupils apply well-honed reading skills, showing high ability in retrieving information and making inference, to inform their understanding. When Year 3 pupils referred to the picture of a dog 'finding and retrieving' something, pupils likened it to when they extract information from the text. Pupils develop linguistic skills from a very early age with the youngest pupils skilfully recognising the correct number of syllables in words and identifying initial sounds the letters make. By Year 2, pupils are proficient in applying their knowledge of the relationship between letters and sounds, reading a range of words and sentences with complex spelling patterns during independent and group reading tasks. Pupils develop an excellent grasp of grammar and spelling, which they apply consistently across other areas of learning. Their writing skills and vocabulary are advanced for their age. Year 4 pupils write skilfully including similes and metaphors to enhance their descriptive writing. Year 2 pupils displayed advanced graphic communication skills during an art lesson when they created informative posters to promote their homemade apple juice. They attracted the readers' interest by using adjectives to create strong images, exclamation marks correctly for emphasis, and short phrases.
- 3.8 Pupils' numeracy skills are strong. They proficiently use counting, calculations, statistics and graphs in other areas of learning such as geography, science and persuasive writing. Year 7 pupils confidently calculated volume and density from the measurements in their experiment, using estimation to check their answers and discussing the accuracy of them. Pupils' development in mathematics is strong across the whole school. The youngest pupils have excellent knowledge of two-dimensional shapes, continue repeating patterns and apply number skills by counting pebbles. Pupils build upon this knowledge consistently as they develop, drawing on prior learning to understand new concepts. Pupils have a strong understanding of place value and use this effectively to solve complex problems. Year 3 pupils show excellent understanding of place value in ones, tens, hundreds, as they proficiently add two digit and three-digit numbers. They are adept at employing a range of strategies to help them work out and record their mathematical problem-solving. Year 8 pupils showed understanding of co-

ordinates to find gradients and calculate the equations of lines, trying different strategies to solve problems.

- 3.9 Pupils' ICT skills are generally good as a result of experiencing periods of remote learning successfully. Pupils confidently use electronic devices for guided research and coding. However, opportunities that enable them to extend their skills are currently limited by lack of resources. When given the opportunity, pupils are excellent at applying their ICT skills to other areas of learning. For example, Year 1 pupils used devices in personal, social, health and economic education (PSHE) to create short videos to assist them in remembering content they wished to include in later written work. Year 5 pupils adeptly used QR codes to access a range of sources to inform their growing knowledge of Boudicca. Pupils who spoke to the inspectors said that, while they appreciated the opportunities available, they would like to explore more areas of technology.
- 3.10 The study skills of pupils across the whole school are excellent. Pupils routinely ask thought-provoking questions. They are accomplished in using a range of resources and analysing information to answer a question or solve a problem. Pupils confidently use a broad range of sources including books, online dictionaries, video clips and working display walls around the classrooms. In Year 8 geography, pupils used data sheets and atlases to create a map to illustrate which countries relied heavily on oil resources from Russia in 2019 and identify transport routes. They drew on their knowledge of current affairs and previous learning to discuss the impact of the current conflict on energy security in Europe. The youngest pupils are excellent at assimilating and hypothesising information. For example, when realising that peers would come back dry after going outside with umbrellas, they predicted that they would get wet once the umbrellas developed holes. Pupils show effective higher order thinking skills by employing their own mathematical skills and prior knowledge of place value to check their teacher's answers as well as their own.
- 3.11 Pupils are appropriately proud of their personal and collective achievements. They celebrate each other's individual skills and talents as well as team results, including participation in co-educational tournaments and external mathematics competitions. Over recent years a high proportion of leavers have gained scholarships to their next school, mostly academic or all-rounder, but also drama, music and sport. In music grade examinations, several pupils gain distinctions each year, with well over half the school playing an instrument. School teams performed strongly in an inter-school science quiz and in a national history prize competition. In tennis, school teams have been very successful at county level, being current champions in the younger age group. Individual pupils have had success in a range of sports such as gymnastics, football, cricket, and surfing, with some achieving at national or county level. Some pupils are members of development squads for professional clubs. All pupils are encouraged by leaders' celebration of individual and team achievement in the regular Thursday assembly. The school meets its aim of providing a rounded education where every child can be successful.
- 3.12 Pupils have extremely positive attitudes to learning which develop from an early age. Year 2 pupils are proud to reach 'Power Learning' status on the learning ladder, having swiftly advanced from 'Ready to Learn' status. Pupils of all ages are thoroughly engaged in their lessons and show proficiency in working both independently and collaboratively. A small minority of pupils in questionnaire responses indicated that some lessons were not interesting. However, observations showed lively activity in the classrooms, where pupils talked purposefully about what they are learning and worked productively in groups. For example, Year 1 pupils collaborated enthusiastically in pairs to solve subtraction problems. Pupils are independent in their thinking but will ask for explanation or clarification from a classmate. Older pupils use different methods of working and identify what they need to work on and what they want to learn. Pupils are highly skilled in taking the initiative to improve their outcomes, so meeting the school's aim that they develop a love of learning and reach their full potential.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-understanding is excellent. Pupils are confident, reflective and resilient. They are strongly engaged with their own learning, listen to feedback and set their own targets for improvement. They are appropriately proud of their personal achievements. Pupils exude self-assurance and are acutely aware of how to improve their own performance. For example, Year 6 pupils explained how they devise their own targets alongside their teachers and have frequent opportunity to revisit these targets to monitor their progress in reaching their goals. Pupils have a strong sense of self and express themselves through creative means. For example, in their identity self-portraits, Year 7 pupils included features which represented their personal interests, such as nature, Japanese writing, football, and food preference. Pupils feel very well prepared for the next stage in life. Anticipating the move to senior school, Year 8 pupils talked passionately about their school choices. They attributed their confidence to being already exposed to senior school style lessons and participating in experiential transition days. Most of the youngest children are confident entering school independently. Pupils thrive in the caring atmosphere generated by school leaders and staff. The school fully meets its aim to support the pupils to have confidence and self-belief.
- 3.15 Pupils are very good at making decisions in their everyday lives and in the classroom. The youngest pupils are confident in making play-based choices and can adjust swiftly according to changeable factors throughout the day. Year 2 pupils choose the sounds that two-letter and three-letter combinations make and then attempt to write a series of words which sound the same. Older pupils make personal decisions which have a positive impact on their learning. For example, Year 6 pupils talked maturely about when they can go to the library to catch up on unfinished work or attend drop-in clinics. They are highly appreciative of the time and commitment displayed by the teachers. Many pupils expressed strong appreciation for the opportunities to make decisions for themselves in choosing between sports. They clearly understand the impact that their decisions can have on their future. They articulate why they have made a particular choice, maturely describing the factors they considered and other influences.
- 3.16 Pupils develop good spiritual understanding. Pupils have a strong sense of awe and wonder, appreciating their surroundings, their friendships and other non-materials aspects of life. They talk maturely about how people can express their appreciation for things, to any god or none of their choosing, suggesting saying grace at lunch time as an example. Pupils appreciate their environment and particularly enjoy spending time in the library which they describe as being calm and tranquil. Pupils show awe of the natural world, for example, commenting that it was wonderful that the arctic fox adapted from red to white to fit in with its location. Older pupils have a good specific understanding of the Christian ethos of the school and appreciate and respect the beliefs of others. Younger pupils, while respectful, say that they are curious to know more about those beliefs.
- 3.17 Pupils' moral understanding and responsibility for their own behaviour are excellent. Pupils distinguish right from wrong and have a strong sense of fair play. They behave well towards others most of the time, naturally giving way to one another in doorways and on stairs. They display care and respect for all, greeting adults and peers cheerfully throughout the day in the corridors. They are polite and welcoming, concerned to put visitors and others at their ease. Older pupils explained why it is unfair to treat people differently because of their gender or age. Pupils demonstrate high regard and respect for systems in place. For example, the youngest children know what is expected of them when asked for everyone to 'get on the boat' and happily skip to the carpet, settle quickly and pay attention to their teacher. Pupil leaders appreciate the democratic voting system in place, which lead to the appointment of school councillors and prefects. In the questionnaire, almost all pupils said that they were expected to behave well. They confirmed in conversation that most pupils behaved well most of the time.

- 3.18 Pupils' social development and ability to collaborate are excellent. Throughout the school, pupils work enthusiastically and productively in groups. They thrive in the co-operative atmosphere in and out of the classroom. Pupils are very proud of their community and describe their school as 'a big family that works better together'. This was illustrated in a Year 6 pictorial 'family tree' showing a broad range of examples of teamwork, laughter and fun between friends. Year 4 pupils were eager to explain the house system and competitions and how everyone could earn points in different ways to contribute to the house total. Friendly rivalry was evident when the week's totals were announced in assembly. Pupils have an excellent awareness of community and how it can be brought together and sometimes divided, in times of crisis. For example, in a Year 6 English lesson, pupils were highly articulate in discussing various viewpoints about a range of topics. Pupils reflecting on the recent pandemic and its effect on society, commenting that 'Covid physically separated us but brought people together virtually and mentally.' All parents who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills.
- 3.19 Pupils' contribution to others, the school and the community is excellent. Pupils care about one another and show a desire to be helpful. They show positive support for each other and are quick to praise their peers. Pupils who are elected to become school leaders as prefects, peer mentors or school councillors take their responsibilities seriously and are proud to be able to help or represent the viewpoints of other pupils, as well as their own. Pupils convey a strong sense of empathy and feel a duty to improve the lives of those less fortunate. For example, as seen in Year 4 work on refugees, pupils recognise there is a crisis, express an understanding of how refugees might be feeling, and provide suggestions as to how they can be helped. Pupils show a keen awareness of how their contributions to the community can have a positive impact. Year 2 pupils have been picking apples from the school orchard, making apple juice, and getting ready to raise money for a children's cancer charity. They commented that the money might help pay for necessary medicine, so it was a good thing to do. Pupils also suggest charity fundraising events which are supported by leaders and the whole school community. They also participate in environmental initiatives and activities in the wider community such as local beach cleans.
- 3.20 Pupils' respect for diversity is excellent and fully embedded across the school community. They appreciate the diversity within their community and contemporary society. In school, pupils say that they strongly appreciate the freedom to be accepted as themselves, and explained the importance of tolerance, acceptance and respect for others. Pupils challenge stereotyping wherever they encounter it, appreciating opportunities for all to be involved in rugby or dance. In sport, they appreciate elite athletes for their skills, endeavour and achievements rather than their gender or race. Pupils spoke animatedly about the newly introduced inclusive co-educational tournaments at school and they look forward to participating in more of these. Pupils show much sensitivity towards people with different beliefs and backgrounds and enjoy the opportunities, when they arise, to learn more about other religions and cultures. Pupils are intolerant of discrimination, describing it as unacceptable. For example, pupils in leadership positions discussed with great passion the injustice of discrimination currently present in worldwide sporting events. Older pupils showed a particularly insightful and mature approach, articulating that decisions made by organisations can perpetuate discrimination in some cases. Almost all parents who responded to the questionnaire agreed that the school promotes the values of democracy, respect and tolerance of others.
- 3.21 Pupils develop an excellent understanding in staying safe and keeping healthy. Pupils of all ages have a strong awareness of how to live a balanced lifestyle. Year 1 pupils explained that as well as eating healthy food and taking physical exercise, it is equally important to get plenty of sleep. Likening their need for sleep to an electronic device that needs recharging, pupils suggested plausible ways to help themselves wind down at the end of the day, such as cuddling a toy, having a warm bath, or quietly completing a jigsaw. This illustrates excellent understanding of a need for calm to benefit their wellbeing. Older pupils are equally astute about looking after their mental health as much as their physical wellbeing. Year 6 pupils described how they use a breathing technique to maintain calm during the entrance examinations. Through talks by visiting speakers and discussions with teachers,

pupils develop a healthy understanding of how to keep themselves safe online. In questionnaires, almost all pupils said that they understood how to stay safe online. Older pupils talked articulately about the benefits and potential risks of engaging with social media. Pupils know to keep themselves safe by setting the privacy status appropriately and being mindful of content they upload.

## 4. Inspection Evidence

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

### Inspectors

Mrs Linda Smallwood	Reporting inspector
Ms Helen McClure	Compliance team inspector (Head, IAPS school)
Mrs Kerrie Daunter	Team inspector (Former head, IAPS school)