

School inspection report

17 October 2023 to 19 October 2023

Lancing College

Lancing
West Sussex
BN15 0RW

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

Summary of inspection findings	3
The extent to which the school meets the Standards	4
Recommended next steps	4
Section 1: Leadership and management, and governance	5
Section 2: Quality of education, training and recreation	6
Section 3: Pupils’ physical and mental health and emotional wellbeing	7
Section 4: Pupils’ social and economic education and contribution to society.....	9
Safeguarding.....	10
School details	11
Information about the school	12
Inspection details	12

Summary of inspection findings

1. Leaders work together effectively to promote the school ethos where pupils are valued as individuals and learn the importance of tolerance and consideration towards others. The school's trustees and governors provide effective oversight and support school leaders to quality assure all areas of school life. Leaders use their knowledge and skills effectively to actively promote the wellbeing of pupils, ensuring decisions and actions consistently meet the Standards and other statutory guidance. Leaders have a comprehensive and strategic approach to self-evaluation and have a clear understanding of the school's strengths and areas for development.
2. Pupils' progress and attainment is high at GCSE and A level as a result of effective planning and teaching.
3. Leaders provide pupils with opportunities to take part in a diverse range of in-house and co-curricular activities. The well-considered range of options supports the needs and develops the interests of pupils, enabling both day pupils and boarders to lead active lives.
4. The pastoral provision, centred on the house system for boarding and day pupils, is a significant strength of the school. Senior leaders and those within the pastoral team demonstrate adept planning and coordination, utilising a wide array of information sources to assess and adapt their methods continuously. Leaders successfully promote positive behaviour and respect among pupils. As a result, pupils behave well and work diligently in lessons and support each other. Leaders implement strategies to reduce and prevent cases of bullying. Leaders take swift and appropriate action to resolve rare cases of bullying when it occurs.
5. Leaders ensure that the curriculum provides sufficient opportunity for pupils to discuss current affairs in a respectful and tolerant environment. Older pupils receive appropriate careers information and advice which helps them to make appropriate choices for their future career. However, the careers information for younger pupils does not give them sufficient guidance. All pupils participate in voluntary work through the planned curriculum so that pupils develop a sense of community and service in line with the school's aims.
6. Leaders ensure that safeguarding arrangements are in place, including those for the recruitment of staff. Leaders work closely with local safeguarding partners to identify and act promptly in response to any safeguarding risks. Pupils understand how to stay safe online and leaders implement suitable arrangements for the monitoring and filtering of online technology.

The extent to which the school meets the Standards:

- Standards relating to leadership and management, and governance are met
- Standards relating to the quality of education, training and recreation are met
- Standards relating to pupils' physical and mental health and emotional wellbeing are met
- Standards relating to pupils' social and economic education and contribution to society are met
- Standards relating to safeguarding are met

Recommended next steps

Leaders should:

- ensure that the full age range of pupils receive accurate, up-to-date careers guidance.

Section 1: Leadership and management, and governance

7. The school community understand and implement the school's aims and ethos in everyday practice. The school's embedded house system for day and boarding pupils helps to create a safe, supportive and tolerant environment. Pupils feel valued as individuals and actively celebrate being members of a diverse school community.
8. Leaders are self-reflective and use current research and information to adapt school practice and to inform school improvement. Leaders regularly check and mitigate against unintended consequences which may arise from their decision-making.
9. Governors and school leaders have a shared culture of identifying and mitigating risk which influences decision-making at all levels. Leaders carefully consider the impact of their decisions on pupils' mental health and welfare. Leaders have well-established and effective links with specialist external agencies that support leaders to promote the wellbeing of pupils in the day school and boarding school. Governors provide effective quality assurance of the work of school leaders.
10. Leaders use their knowledge and skills effectively to ensure decisions and actions consistently meet the Standards, including those outlined in the Equality Act 2010. Leaders ensure that policies meet the requirements of current legislation and are readily available to parents from the informative school website or the school office. Parents feel that the school is led and managed well.
11. Leaders implement the published complaints policy and endeavour to resolve any concerns swiftly at an informal level so that there are few formal complaints. Governors undertake comprehensive reviews of any formal complaints and leaders implement any subsequent actions.

The extent to which the school meets Standards relating to leadership and management, and governance

12. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

13. Pupils study a wide range of subjects. Leaders regularly monitor pupils' progress and achievement and provide additional support to key groups of pupils to help them to make good progress. Leaders carefully evaluate assessment data and heads of department implement effective intervention strategies to support pupils to make good progress.
14. Pupils who have special educational needs and/or disabilities (SEND) receive effective support in class from their suitably trained teachers and benefit from ready access to specialist support. Pupils who have SEND feel that teachers know them well and are aware of their needs, which helps them learn. Parents and pupils appreciate the support in place. The effective provision in place supports pupils who have SEND to make good progress.
15. Teachers regularly assess the English proficiency of pupils who speak English as an additional language (EAL) and leaders ensure that the support pupils receive is tailored and effective in enabling pupils to be able to access the curriculum. Leaders have also increased provision in the sixth form to include dedicated English as a second language classes, which prepare pupils for their next steps in education. As a result, pupils who speak English as an additional language make progress equivalent to, or greater than, their peers.
16. Pupils' progress and attainment is high at GCSE and A level and in line with, or better than expected, when compared against national norms and against other independent schools.
17. Teachers use their specialist subject knowledge to plan and teach lessons which meet pupils' needs. Their use of effective teaching strategies engages pupils, who are interested in the work and participate actively in lessons.
18. Teachers create a positive learning environment in which pupils are encouraged to link new concepts to learning from other areas of the curriculum. This supports pupils to embed their understanding, and supports them to make good progress. Teachers regularly provide opportunities for older pupils to extend their learning and this helps them to make accelerated progress.
19. Teachers manage class time and pupils' behaviour well, enabling pupils to access the wide range of supportive teaching materials and resources available. Pupils feel that the feedback they receive about their work and the range of academic clinics offered by the school support them to make good progress. Leaders regularly seek pupil feedback on their experience of the quality of teaching and respond appropriately to the findings.
20. Leaders ensure that pupils lead active lives, with numerous opportunities to take part in a diverse range of in-house, sporting and co-curricular activities. The well-considered options provide a rich and interesting experience for day pupils and boarding pupils. The balanced structure of boarding and day house life ensures that all pupils can make the most of the academic opportunities offered to them whilst developing a wide range of skills and interests. Pupils value these opportunities; however, some boarders feel that they would benefit from more leisure time, in particular when they are new to the school.

The extent to which the school meets Standards relating to the quality of education, training and recreation

21. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

22. Leaders and staff interact with each other and with pupils in a kind and thoughtful manner, creating a culture of trust and respect. As a result, pupils across the school, including day pupils and boarders work and socialise in a respectful and considerate manner, in line with the school's ethos.
23. Leaders' self-evaluation and insightful planning enable them to continue to develop effective provision to support and promote pupils' wellbeing. Leaders regularly seek the views of pupils and staff and adapt provision in light of their findings so that provision is responsive to the needs of pupils. For example, pupils can readily access support from one of several staff who have been trained in mental health first aid or they can access the onsite counsellors. Trained peer mentors and mixed-age house families provide an additional layer of support.
24. Boarding and day pupils feel well supported both academically and pastorally and are comfortable sharing concerns with trusted adults. Leaders ensure that pupils who are given specific duties in school, such as heads of house, are suitably trained. Pupil leaders understand the boundaries of their responsibilities and are appropriately supervised by designated staff. Pupils appreciate the additional layer of support they receive from their trained peers.
25. Staff support leaders to create a calm ethos in school where pupils behave well in lessons and when moving around the school site. Pupils are effectively supervised and they are respectful of each other and their surroundings. When there are behavioural issues, leaders act quickly and fairly in line with the behaviour and discipline policy.
26. The well-planned personal, social, health and economic education (PSHE) curriculum is well-matched to meet the needs of pupils and reflects the school's aims to be diverse and inclusive. Pupils feel that the PSHE curriculum has a positive impact on them because it helps them to understand current issues such as mental health. Leaders support pupils' spiritual development through the curriculum in line with the school's Christian values. Leaders encourage all pupils to view the chapel as a space for personal reflection for everyone, as well as a place of religious belief and practice.
27. Relationships and sex education (RSE) is taught in accordance with the latest statutory guidance, and parents are appropriately consulted. Pupils recognise the importance of RSE.
28. Leaders implement the school's anti-bullying strategies effectively and leaders take action to actively prevent bullying between pupils. Pupil leaders and class representatives feel that any bullying issues are resolved promptly. Staff are well trained to identify, manage and minimise the impact of bullying using a variety of strategies, including individual support and targeted deployment of staff and resources.
29. The school premises, including classrooms, sporting facilities and boarding houses are well maintained and leaders' regular monitoring enables timely repairs to be carried out.
30. Admissions and attendance practice is effective and in line with school policy. Absences are swiftly and appropriately followed up so that children do not miss education.
31. Leaders take effective precautions to reduce the risk from fire, and conduct suitable termly fire evacuation drills, including during boarding time. Staff and pupils receive regular and appropriate fire training.

32. New boarders settle in quickly because of the well-planned induction programme and high-quality support in place. Boarding staff prioritise boarders' health needs, ensuring that they are fully met. Boarders' possessions are protected and their privacy is respected in line with the National Minimum Standards (NMS) for boarding.
33. Boarders are provided with good quality, nutritionally balanced meals and a variety of snacks are readily available. Boarders can easily contact a member of staff, including at night. Parents are happy with boarding provision and feel that the boarding experience contributes positively to their child's development.
34. Suitable medical arrangements and accommodation are in place for pupils who become unwell during the day or night, or for those who have specific health needs. Staff receive regular training in first aid and levels of supervision are appropriate for the pupils' ages and needs.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

35. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

36. Leaders create opportunities for pupils to learn about current affairs and the world around them through a carefully planned and sensitively delivered curriculum. For example, in Year 9, English teachers select texts and contemporary poetry which enable them to develop pupils' understanding of world events.
37. Leaders support pupils to work together in an ethos of mutual respect for all, regardless of difference. For example, pupils readily share their work and develop their understanding in art when they ask questions and make supportive comments about their peers' artwork.
38. Pupils' understanding of fundamental British values is embedded in school culture. Boarders feel that respect, tolerance and inclusion is a cornerstone of life in the boarding houses. Leaders actively promote understanding of the importance of democracy through many opportunities for pupils to take up leadership roles in school, such as house captain or head of house. Sixth-form pupils learn about government and democracy and understand the importance of voting in preparation for their next steps in education and work.
39. Pupils develop their understanding of financial literacy through the personal, social, health and economic (PSHE) education curriculum. Leaders have considered the views of pupils to make changes to the PSHE curriculum so that pupils now find the content more relevant and meaningful.
40. Pupils enjoy the opportunity to apply their economic understanding in a practical context where they explore the financial challenges of keeping livestock. Pupils work together to review strategies to address potential financial imbalances and are able to track the financial consequences of their collective decisions in real-time.
41. All pupils take part in voluntary work through the planned curriculum, for example, the Duke of Edinburgh's (DofE) award, Combined Cadet Force (CCF) or Scouts. Older pupils have the opportunity to volunteer in the local community and support outreach events such as sports competitions. However, opportunities for pupils to take part in additional voluntary activities are more limited.
42. Pupils readily respond individually or collectively to opportunities to contribute to the wider world. Older pupils coordinate activities for the whole school as part of the annual charities term event. Pupils understand the impact their support has on others who are less fortunate. For example, one charity sponsors children in a developing country to remain in education through to tertiary level.
43. Pupils access careers advice in line with nationally agreed standards through various forums including former pupils, online testing, individual support and a careers fair. This approach is effective as almost all pupils follow their chosen courses when they leave school, many of which have demanding entry requirements. However, the provision of careers information does not currently give sufficient guidance to younger pupils.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

44. All the relevant Standards are met.

Safeguarding

45. Leaders ensure that there are effective arrangements in place to safeguard and promote the welfare of all pupils. Leaders have developed a well-established 'listening culture' in school which supports pupils' to share their views and concerns with trusted adults.
46. Leaders keep detailed records of safeguarding concerns and take appropriate action to support pupils in line with the up-to-date school safeguarding policy.
47. The training of the designated safeguarding lead (DSL), safeguarding team and all other staff is appropriate and meets statutory requirements. Leaders safeguard and promote the welfare of boarders in line with the National Minimum Standards for boarding schools.
48. The well-planned personal, social, health and economic education (PSHE) curriculum supports pupils to develop their understanding of how to stay safe online. Leaders ensure that suitable arrangements are in place for the monitoring and filtering of online technology. Leaders regularly review these arrangements and act swiftly to take appropriate action in response to findings.
49. Leaders have a clear understanding of local context and safeguarding risks through their positive engagement with relevant local safeguarding partners. Arrangements for the handling of allegations against staff or senior leaders and potential misconduct are effective and include seeking immediate advice from the local authority designated safeguarding officer (LADO) when necessary.
50. Leaders conduct suitable recruitment checks for staff and follow procedures in line with the school's recruitment policy. Leaders put suitable risk assessments in place and take appropriate action to safeguard children, for example, in cases where recruitment checks have been delayed. The single central record of employment is suitably maintained by a senior member of staff and this is regularly monitored by a member of the board of trustees as part of the school's quality assurance process.

The extent to which the school meets Standards relating to safeguarding

51. All the relevant Standards are met.

School details

School	Lancing College
Department for Education number	938/6013
Registered charity number	1076483
Address	Lancing West Sussex BN15 0RW
Email address	hmpa@lancing.org.uk
Website	lancingcollege.co.uk
Proprietor	Lancing College Governing Body
Chair	Mr Martin Slumbers
Headteacher	Mr Dominic Oliver
Age range	13 to 18
Number of pupils	597
Number of boarding pupils	356
Date of previous inspection	June 2019

Information about the school

52. Lancing College is a co-educational boarding and day school located in Lancing, West Sussex. The school consists of a senior school, which includes a sixth form. The school is a registered charity overseen by a board of governors, all of whom are trustees of the charity. Since the previous inspection a new chair of governors was appointed in June 2019.
53. Boarding pupils are accommodated onsite in four boarding houses for male pupils and three for female pupils. Each accommodates pupils aged 13–18.
54. The school has identified 122 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care (EHC) plan.
55. English is an additional language for 144 pupils.
56. The school states that it aims to promote the Christian values which lie at its heart. It seeks to provide a holistic education that nurtures pupils' intellectual, moral and physical development. It commits to academic excellence, character formation and a sense of community and service. The school endeavours to inspire its pupils to become global citizens who contribute positively, with an emphasis on curiosity and integrity.

Inspection details

Inspection dates 17 October 2023 – 19 October 2023

57. A team of seven inspectors visited the school for two and a half days. The onsite inspection was quality assured by a monitor.
58. Inspection activities included:
- lesson and co-curricular activity observations
 - discussions with pupils
 - discussions with staff, senior leaders and governors
 - scrutiny of pupils' work
 - scrutiny of records and achievement data
 - attendance at registration and assembly
 - visits to teaching accommodation, boarding and day houses.
59. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit [isi.net](http://www.isi.net)