



INDEPENDENT SCHOOLS INSPECTORATE

LANCING COLLEGE

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Lancing College

Full Name of College	Lancing College
DfE Number	938/6013
Registered Charity Number	1076483
Address	Lancing College Lancing West Sussex BN15 0RW
Telephone Number	01273 452213
Fax Number	01273 464720
Email Address	hmsecretary@lancing.org.uk
Head	Mr Jonathan Gillespie
Chair of Governors	Dr Harry Brunjes
Age Range	13 to 18
Total Number of Pupils	536
Gender of Pupils	Mixed (341 boys; 195 girls)
	13-18: 536
Number of Day Pupils	Total: 215
Number of Boarders	Total: 321
	Full: 321
Inspection dates	26 Mar 2014 to 28 Mar 2014

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

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. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in November 2010 and can be found at www.ofsted.gov.uk.

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 judgement.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited each of the boarding houses and the facilities for sick or injured pupils. The responses of parents and boarders to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr John Dunston	Reporting Inspector
Mr Adrian Aylward	Team Inspector for Boarding (Head, GSA school)
Mrs Sally Cunliffe	Team Inspector for Boarding (Former Senior Housemistress, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Lancing College seeks to preserve and promote the Christian values which lie at the heart of its foundation. It aims to provide an education which inspires a desire for excellence and which enables pupils to develop independent, searching minds and to realise their full academic potential. The college strives to maintain its boarding ethos and structure to the benefit of all pupils, both day and boarding. It seeks to do so in a safe, welcoming, supportive and tolerant environment in which each pupil feels valued as an individual and, in turn, learns the importance of tolerance, consideration towards others and service to the community. The college attempts to ensure, as far as possible, that the years children spend at the school are happy and fulfilling ones. The college is a wholly-owned subsidiary of the Woodard Corporation, the largest group of independent Church of England schools in England and Wales. The governing body is responsible to the corporation for the appropriate oversight of the college, and its work is supported by several sub-committees covering areas such as education, finance and estates.
- 1.2 The school was founded in 1848 by the Reverend Nathaniel Woodard, as the first school of the Woodard Corporation. It is situated on the South Downs, between Shoreham and Lancing. The chapel, a Sussex landmark, plays a significant role in the life of the school. The college is a boarding and day school for boys and girls aged 13 to 18. The number of pupils on roll is 536, of whom 195 are girls and 341 are boys. The sixth form has 235 pupils. Around three-quarters of the pupils are boarders, who come mainly from south-east and south-central England, and from south London. Overseas boarders, mainly from Europe and Asia, comprise nearly a quarter of the school population. There are 173 pupils who have English as an additional language (EAL), of whom fifty-nine receive specialist support. Forty-five pupils receive support for special educational needs and/or disabilities (SEND). No pupil currently has a statement of special educational need.
- 1.3 Boarders are accommodated in seven separate boys' and girls' houses. Six houses accommodate boarders in Years 9 to 13; the seventh is for sixth-form girls. Since the previous inspection, a number of minor refurbishment projects have been carried out in the boarding houses in order to provide additional boarding places, and a three-year programme of full refurbishment of all the boarding houses has recently begun. Wireless network access across the school provides information and communication technology (ICT) facilities for all boarders, enabling access to the internet within the houses, filtered through the school's network.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following table.

School	NC name
Third Form	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendations for further improvement

2.2 The school is advised to make the following improvements.

1. Ensure consistent monitoring of the recently revised system of recording recruitment checks on staff.
2. Ensure implementation of the new systems in place to monitor boarders' access to all parts of the school.
3. Ensure that boarders always fully understand the school's responses to their views and suggestions.
4. Encourage boarders to use their available lockable space more consistently.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in November 2010. No recommendations were made.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 Appropriate induction and guidance are provided for new boarders. They are supported by peer mentors and receive a wide-ranging induction programme. Boarders have a choice of staff whom they can approach if they have a concern. External helpline telephone numbers are widely displayed. The independent listener may be contacted directly and confidentially by boarders. (NMS 2)
- 3.3 Appropriate policies are implemented for the care of boarders who are unwell, injured or need longer-term care. They are looked after by qualified and experienced medical staff in the health centre which is appropriately located. Clear procedures are followed for the administration of medicines and a comprehensive list is kept of household remedies dispensed by trained house staff. Welfare plans are in place for boarders with specific medical conditions. Boarders' competence to self-medicate is assessed and monitored. Boarders' rights and confidentiality are respected and records are appropriately stored. (NMS 3)
- 3.4 Boarders have a range of options for contacting family and friends, including mobile phones, electronically-based technology, and land-lines in the house in a private setting. Some boarders commented that poor wireless internet connectivity hampered communication in certain locations around the school, although during the inspection boarders indicated that this was not a significant problem. (NMS 4)
- 3.5 Houses are adequately furnished, well-lit, suitably heated and ventilated, and the standard of cleaning is acceptable. Reasonable adjustment can be made in some houses to accommodate boarders with restricted mobility. Boarders can study in their bedrooms or in designated areas in the house. Boarders can personalise their space with posters and photographs for which notice boards are provided. Social areas, including kitchens, are well equipped and welcoming. Effective security measures are in place. (NMS 5)
- 3.6 Varied, nutritious food is available at meal times with provision for special dietary requirements. A food committee allows boarders to express their views. A majority of boarders responding to a pre-inspection questionnaire felt that the quality of food is variable although interviews with boarders and inspection evidence reflected a much more positive assessment. Suitable accommodation is provided for food preparation and serving. Boarders have appropriate access to snacks, drinking water and fruit. (NMS 8)
- 3.7 An efficient laundry service ensures that clothes and bedding are returned promptly. The school shop stocks essential items for boarders. Boarders have a lockable space for valuables. In the pre-inspection questionnaire, a majority of boarders expressed concern that their valuables are insecure. Evidence from the inspection shows that personal facilities are in place to secure valuables but that these lockable spaces are not consistently used by boarders. Boarders can hand in money and valuables to staff for safe-keeping. (NMS 9)
- 3.8 A wide range of activities is available throughout the week including sports and music, art and design and a school farm. At weekends, boarders enjoy visits to local towns and occasional trips further afield. Boarders enjoy spending time in the towns and occasional trips further afield. Boarders enjoy spending time in the extensive

grounds. Boarders have access to the wider world through newspapers, the internet and community outreach programmes. (NMS 10)

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 The school makes appropriate arrangements for health and safety. Risk assessments are carried out for on-site activities and visits away from school. Termly health and safety committee meetings enable suitable monitoring. School facilities and accommodation are maintained to ensure a safe and secure environment. At the time of the inspection access to two areas during the day and in the evenings was not always rigorously monitored. The school has taken immediate steps to address this. (NMS 6)
- 3.11 The school minimises fire hazards and complies with current fire legislation. Regular fire drills including both during and outside the normal school day take place and are appropriately recorded and acted on. Members of staff receive regular training which is logged. Boarders are aware of routines and policies. (NMS 7)
- 3.12 Suitable child protection procedures operate effectively. Appropriate arrangements are made to safeguard and promote the welfare of boarders and were further enhanced during the inspection. Staff and senior boarders are trained in child protection and safeguarding issues. The designated child protection officers receive appropriate additional training. Appropriate records are kept of any concerns. Governors are aware of their safeguarding responsibilities and review policies annually. (NMS 11)
- 3.13 The school has clear expectations regarding discipline and behaviour, supported by clear policies which are implemented fairly. Boarders support the school's emphasis on community and good relationships. Pupils felt that any bullying would be tackled immediately. Measures to combat bullying are effective. The school issues guidance on the use of physical restraint. Boarders enjoy their experience. (NMS 12)
- 3.14 The school has recently introduced a revised, rigorous system of recording recruitment checks on new staff in order to enable it to operate safe recruitment procedures more effectively. The school has a procedure for ensuring that all persons over the age of sixteen not on the roll who live on the same premises as boarders but are not employed by the school are appropriately checked and have guidance on contact with boarders and on their responsibilities. Visitors to houses are appropriately supervised. The school does not make arrangements for the appointment of guardians. (NMS 14)

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section.
- 3.16 The school has a detailed statement of boarding aims and values which is clear and reflects the character and qualities of boarding life. It is known to boarders and staff, and to parents, who expressed strong support for all aspects of boarding life at the school. Its outcomes are reflected particularly in the relationships and behaviour of boarders towards each other. (NMS 1)
- 3.17 The leadership and management of boarding are clearly defined and support the aims and development of boarding in the houses. Teaching staff acting as tutors provide effective links between the academic and pastoral care of boarders. The running of the houses is well-organised and there are active links across the year-groups. Boarding staff have appropriate experience and training. Welfare records are maintained and monitored. (NMS 13)
- 3.18 Job descriptions exist for all staff involved in boarding, who receive detailed induction and regular appraisal. On-going training is encouraged and supported by the school. House staff ensure that supervision in houses is sufficient and emergency numbers are prominently displayed. At all times boarders are aware of who is responsible for them. Regular roll calls as well as procedures for signing in and out are in place. Staff know and understand what to do if a pupil is missing. At least one member of staff is resident in each house overnight and boarders know how to contact them, if necessary. Boarders are suitably supervised in visits to staff accommodation, arrangements for which are equitable. (NMS 15)
- 3.19 Boarders from a variety of nationalities feel they are well cared for and that staff treat them without discrimination, responding to their individual needs. There are written guidelines for staff on promoting equality of opportunity. Detailed policies for boarders with special needs are implemented effectively. (NMS 16)
- 3.20 Boarders have a number of opportunities to express their views both formally and informally. A minority commented in the pre-inspection questionnaire that their views are not always taken into consideration. Although most boarders indicated during the inspection that their views are listened to, others were less confident that expressing their concerns leads to a positive outcome or that the existing forums are effective. Evidence from the inspection suggested that this lack of confidence is only occasionally justified. The school conducts regular pupil questionnaires, analyses the results and acts upon them. (NMS 17)
- 3.21 A clear and appropriate complaints policy is in place which meets all regulatory requirements and is available on the school's website. No formal complaints had been made during the year preceding the inspection visit. (NMS 18)
- 3.22 Senior boarders have an important pastoral role in the houses, as do school prefects in wider school life, for example at meal times and in chapel. They receive thorough guidelines and training. Their work is overseen by appropriate staff. (NMS 19)
- 3.23 The school does not arrange lodgings to accommodate boarders. (NMS 20)