



Lancing College



All-round excellence

Highlights from the ISI Inspection Reports for Lancing College,
March 2017

IN SUMMARY

The quality of pupils' academic and other achievements is excellent

- Pupils' highly developed study skills support their outstanding academic and other achievements. Their excellent attitudes to study are exemplified by high levels of initiative and independence. Pupils' attitudes to their own learning at all ages are outstanding.
- Pupils show excellent communication skills, expressing themselves clearly and fluently in the classroom.
- Pupils benefit fully from the broad curriculum and effective teaching provision provided ... and by the high expectations and from the school's leadership and management.

The quality of pupils' personal development is excellent

- Pupils of all ages demonstrate high levels of self-knowledge and understanding, know their strengths and weaknesses and understand how to improve.
- Pupils throughout the school have high levels of self-esteem, they react positively to challenges and have an exceptionally good understanding of and respect for each other.
- Pupils very much enjoy and value the school community in which they live, and are keen to contribute both to the lives of others in the school and to those in the wider community.

For the full report, please visit www.lancingcollege.co.uk

PUPILS' APPROACH TO LEARNING

- Pupils' attitudes to their own learning at all ages are outstanding and this contributes strongly to excellent outcomes in their academic and other achievements.
- They show notable initiative and independence in their approach to learning and they respond enthusiastically to opportunities for creativity and when challenged in their thinking.
- Pupils work extremely effectively in teams and in groups, both in class and in extra-curricular activities.
- An overwhelming majority of the pupils observed in lessons were active participants, very much enjoying each other's company as they learnt.



ACADEMIC SUPPORT

- Pupils feel very well-supported, both in class and in their extra-curricular activities, as a result of the excellent and trusting relationship between teachers and their pupils.
- This encourages pupils to have the confidence to try things, not to fear failure and to be highly resilient when faced with obstacles.
- The school provides all pupils with computer tablets, and pupils' adept ICT skills, together with their pragmatic and well-planned use in class, ensure that these are used effectively to support the pupils' learning and progress.
- Pupils expressed an enthusiasm for reading and this is very much encouraged through a reading programme in Year 9, and the extensive library and resource facilities available in the heart of the school.

TEACHING AND LEARNING

- Pupils are particularly well-served by knowledgeable teachers who have high expectations and an infectious enthusiasm for their subjects.
- Pupils strongly appreciate the extra help and support.
- Sensitive and well-planned teaching enable the pupils to take time to reflect whilst providing strong encouragement to challenge the accepted norms.

PERSONAL PROGRESS

- All groups of pupils, including those with SEND or EAL, make excellent progress and achieve well in relation to their abilities.
- A very effective framework for assessing pupils' academic standards and rates of progress ensures pupils have a very good understanding of how to improve and progress.
- The support for pupils with specific needs was effective and teachers are sensitive and informed in their approach.
- The most able pupils make excellent progress and are well-supported by a flexible curriculum, and an extra-curricular programme which is adjusted to suit their needs.

CO-CURRICULAR ACTIVITIES

- Pupils participate fully and achieve notable success in a comprehensive range of well-organised extra-curricular activities.
- Individual and group achievement and progress in a wide range of sports is outstanding, with pupils of all abilities feeling included in this high achievement.
- The school's emphasis on the creative and performing arts enables the pupils to participate and achieve notable success in art, music, design technology and in thought-provoking drama productions.



COMMUNICATION AND COLLABORATION

- Pupils show excellent communication skills, expressing themselves clearly and fluently in the classroom and in the numerous opportunities made available to them to present to an audience through public speaking, debates and presentations.
- It is a particular strength of the teaching across all ages that collaborative work is emphasised and pupils are encouraged to challenge prevailing ideas and undertake their own independent research to present informed arguments.
- They demonstrate excellent collaborative skills in lessons and in extra-curricular activities, working very effectively together, sharing and talking through ideas, discussing solutions and thinking through complex problems.

SELF-KNOWLEDGE, RESILIENCE AND CONFIDENCE

- Pupils have a very well-developed sense of self-esteem and are confident about their place in the society of the school and in the wider world. They react positively to challenges and have the self-confidence to see occasional failures as simply learning opportunities.
- Pupils are highly resilient and adventurous in their approach to the various curricular and extra-curricular challenges they encounter.
- Boarders at the school showed particularly high levels of self-confidence, indicating in interviews that the welcoming and supportive atmosphere in the houses gave them the encouragement to take on life's challenges in a mature and determined fashion.

BEING SAFE AND HAPPY

- Pupils of all ages speak confidently about keeping safe and understand how to keep healthy.
- The pupils show a clear understanding of the importance of a healthy diet and exercise to their well-being, as a result of the school's personal, social, health and education (PSHE) programme, and the emphasis on sport and providing good nutritious food.
- Pupils at all ages are aware of the symptoms of mental illness and they know there is someone to turn to should the need arise.
- Pupils have an excellent age-appropriate understanding of how to stay safe on-line, as a result of the school leadership providing clear guidance, establishing safe procedures and maintaining robust monitoring systems.



COMMUNITY

- Pupils genuinely care for each other and enjoy celebrating each other's successes. Pupils develop highly effective social skills and are at ease amongst themselves.
- Pupils very much enjoy and value the school community in which they live, and are keen to contribute both to the lives of others in the school and to those in the wider community.
- Pupils actively support each other and this peer support and the support of trusted adults and senior pupils play a very important part in the zero-tolerance approach towards bullying throughout the school community, so far as this can be achieved.



PUPIL VOICE, PUPIL LEADERSHIP AND INDEPENDENCE

- Pupils are enthusiastic about contributing to the school and house democratic processes. They relish the opportunities for age-related responsibilities, such as team captains, prefects, peer mentors and membership of the various pupil-led councils, and the younger boarders commented warmly on the support they received from older pupils.
- The pupils appreciate the sensitive and informative manner in which the school leadership keep them informed about the responses to their various considered suggestions for change.
- The pupils greatly value the school's strong encouragement for them to think 'outside the box' and challenge conventional thinking, although the pupils also clearly understand their responsibility to respond to this encouragement in a mature and measured manner.

MORAL AND SPIRITUAL GROWTH

- The school's physical surroundings, including the spectacular chapel building, influence very strongly the pupils' well-being, encouraging them to quietly reflect on the spiritual and non-material dimensions of life.
- When pupils do meet together for collective worship it enhances their strong awareness of the importance of the family community in which they live.
- Pupils have a strong sense of moral awareness and understand clearly the distinction between right and wrong. They value the support and encouragement provided by the staff which enables them to manage their own behaviour very effectively.
- Pupils participate enthusiastically in community service, including their participation in The Duke of Edinburgh's Award scheme, and in very extensive charity work raising funds.

EMPATHY AND TOLERANCE

- Pupils demonstrate high levels of empathy and tolerance towards others and show a mature sensitivity to their needs.
- There is an inclusive approach to all members of the school community whatever their situation, culture or religious background.
- The school's leadership greatly encourages this tolerance, providing a progressive curriculum which places due emphasis on valuing diversity and the importance of British values.
- The pupils have a well-developed sense of responsibility and their empathy for others frequently leads to practical action, including initiating numerous charity fundraising events.

PREPARATION FOR LIFE AFTER LANCING

- Excellent leadership and pastoral support successfully encourages the pupils to make mature and aware decisions about their future.
- Pupils are mature and thoughtful in their consideration of life after school.
- At the end of their time at the school, most pupils gain places on their choice of courses with challenging entry requirements at a wide range of universities.
- On leaving the school, pupils are economically aware and well-equipped socially.

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