



Lancing College

Senior School & Sixth Form



ISI Report
October 2023

Introduction

Lancing College was inspected under ISI's new framework, Framework 23, which came into effect in September 2023. The inspection took place over 2.5 days and during that time inspectors observed scores of lessons, met with hundreds of students and a wide range of teaching and non-teaching staff as well as members of our Governing Body. Questionnaires were sent out to all parents, pupils and staff, and responses were analysed in detail.

Under Framework 23, schools no longer receive a one-word judgement or grade; instead, pupil experience is scrutinised under four key areas. All reports contain recommendations as to next steps. In Lancing's case it is a sole recommendation: one that suggests a current strength be made even stronger.

The report reflects the excellence of the College and the superb nature of our care and work with pupils both within and beyond the classroom.

We are recognised to meet – and in many cases exceed – all the standards and regulations governing the running of an independent boarding school, and to be compliant in all areas. But we go so much further than this.

The learning culture of the school – so clearly shown in last summer's excellent A Level and GCSE results – and the pastoral care of our pupils work harmoniously together to support, enable and inspire the young men and women of whom we are so proud, and whose understanding of their school and collective identity has been so clearly communicated to the Inspectorate.

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Lancing's *Significant Strength* is our outstanding pastoral care. Our knowledge of the young people here underpins everything at Lancing and contributes in no small part to the fantastic results achieved each summer.

DOMINIC OLIVER, HEAD MASTER

Pastoral Care a Significant Strength

We are one of very few schools inspected under the new framework to have been described as exhibiting a Significant Strength. This is a hugely exciting validation of what we do here at Lancing College.

To be described in this way is the highest accolade of the new Inspection structure. It is a label applied only where a school does something truly exceptional and with impact across the whole pupil body. It is designed to be something rare and such affirmation is to be treasured.

Lancing's pastoral provision is recognised as our Significant Strength. Our care for the young people in our charge is the bedrock of all our success. We have trumpeted this year's phenomenal exam results, and it is my firm belief that this comes down not just to the academic expertise we have in spades here, but the shared vocation and determination of all the College staff to bring out the best in every member of the community.





On the following pages, you will find the highlights taken from the report.

The extent to which the Lancing College 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 are met
- Standards relating to safeguarding are met

The following quotes have been taken from the Lancing College ISI inspection report carried out in October 2023.

In Summary

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.

Pupils' progress and attainment is high at GCSE and A level as a result of effective planning and teaching.

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.

Leadership, Management and Governance

The school community understand and implement the school's aims and ethos in everyday practice.

Pupils feel valued as individuals and actively celebrate being members of a diverse school community.

The school's embedded house system for day and boarding pupils helps to create a safe, supportive and tolerant environment.

Governors provide effective quality assurance of the work of school leaders.

Leaders carefully consider the impact of their decisions on pupils' mental health and welfare.

Parents feel the school is led and managed well.

Leaders have a comprehensive and strategic approach to self-evaluation.

Leaders are self-reflective and use current research and information to adapt school practice and to inform school improvement.





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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.



Quality of Education, Training and Recreation

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.

Leaders provide pupils with opportunities to take part in a diverse range of in-house and co-curricular activities.

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 make good progress.

Pupils who speak English as an additional language make progress equivalent to, or greater than, their peers.

Use of effective teaching strategies engages pupils, who are interested in the work and actively participate in lessons.

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.

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' Physical and Mental Health and Emotional Wellbeing

Leaders and staff interact with each other and with pupils in a kind and thoughtful manner, creating a culture of trust and respect.

Boarding and day pupils feel well supported both academically and pastorally and are comfortable sharing concerns with trusted adults.

Staff support leaders to create a calm ethos in school where pupils behave well in lessons and when moving around the school site.

The well-planned personal, social, and economic education (PHSE) curriculum is well-matched to meet the needs of pupils and reflects the school's aims to be diverse and inclusive.

New boarders settle in quickly because of the well-planned induction programme and high-quality support in place.

Parents are happy with the boarding provision and feel that the boarding experience contributes positively to their child's development.





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Pupils' social and economic education and contribution to society

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.

Leaders support pupils to work together in an ethos of mutual respect for all, regardless of difference.

Boarders feel that respect, tolerance and inclusion is a cornerstone of life in the boarding houses.

Pupils readily respond individually or collectively to opportunities to contribute to the wider world.

Pupils understand the impact their support has on others who are less fortunate.

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.

Safeguarding

Leaders have developed a well-established 'listening culture' in school which supports pupils to share their views and concerns with trusted adults.

The well-planned personal, social, health and economic education (PSHE) curriculum supports pupils to develop their understanding of how to stay safe online.





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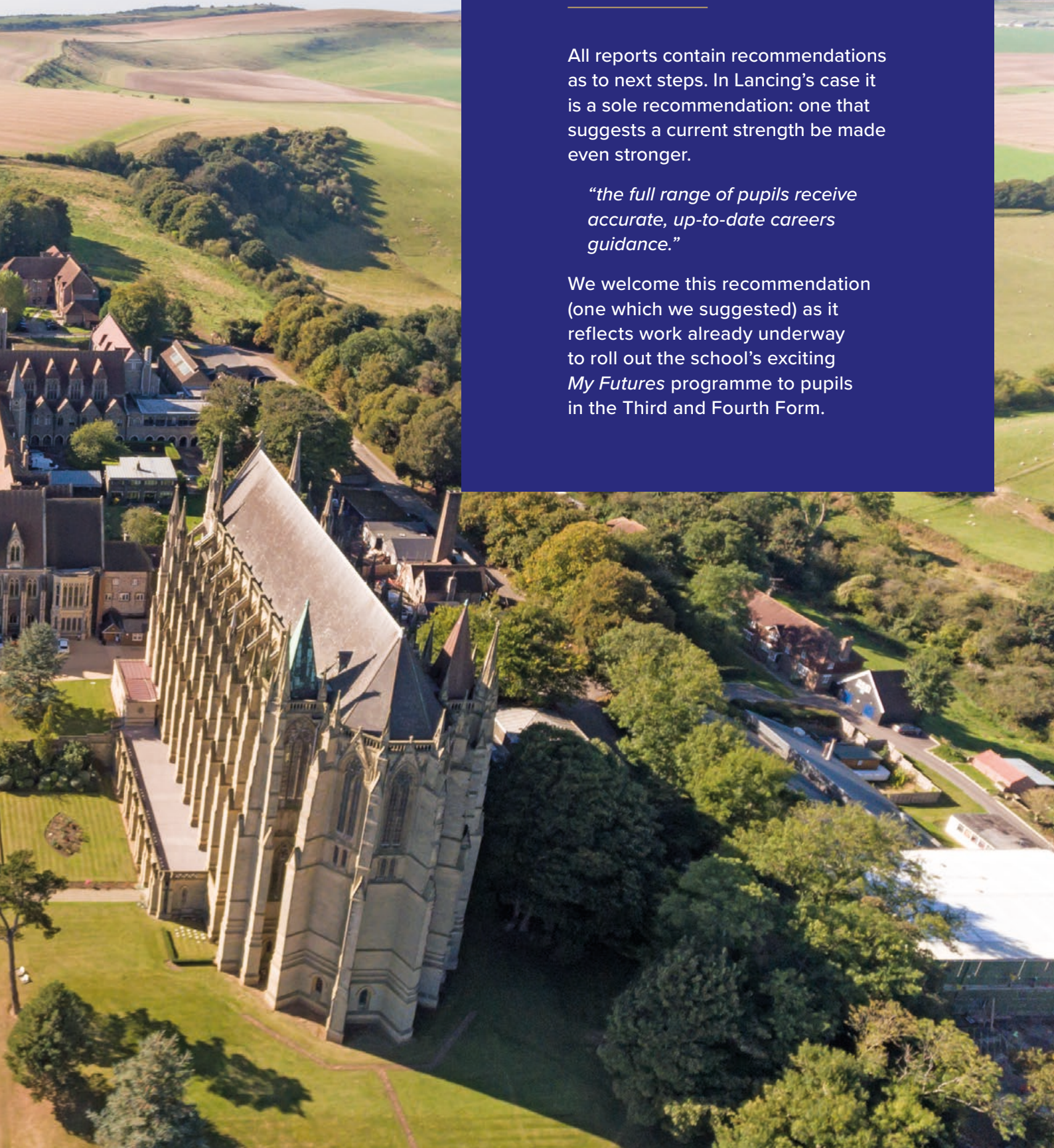


Next Steps

All reports contain recommendations as to next steps. In Lancing's case it is a sole recommendation: one that suggests a current strength be made even stronger.

“the full range of pupils receive accurate, up-to-date careers guidance.”

We welcome this recommendation (one which we suggested) as it reflects work already underway to roll out the school's exciting *My Futures* programme to pupils in the Third and Fourth Form.



Be inspired
Be brilliant
Be you

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FIND OUT MORE
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