



ISI Independent
Schools
Inspectorate

EDUCATIONAL QUALITY INSPECTION

LANCING COLLEGE

MARCH 2017



SCHOOL'S DETAILS

College	Lancing College			
DfE Number	938/6013			
Registered charity number	1076483			
Address	Lancing College Lancing West Sussex BN15 0RW			
Telephone number	01273 452213			
Email address	info@lancing.org.uk			
Headmaster	Mr Dominic Oliver			
Chair of governors	Dr Harry Brünjes			
Age range	13 to 18			
Number of pupils on roll	577			
	Boys	350	Girls	227
	Day pupils	223	Boarders	354
	Seniors	311	Sixth Form	266
Inspection dates	8 to 9 March 2017			

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

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.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is an EDUCATIONAL QUALITY inspection, reporting 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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 the published report but will have been considered by the team in reaching its judgements.

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended chapel and an assembly. Inspectors visited boarding houses together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Richard Mannix	Reporting inspector
Mr John Coleman	Team inspector (Head of department, HMC school)
Mrs Jacqueline Davies	Team inspector (Deputy head, HMC school)
Dr David Lamper	Team inspector (Headmaster, HMC school)
Miss Francesca May	Team inspector (Director of studies, ISA school)
Mr David Morgan	Team inspector (Deputy head, HMC school)

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1. BACKGROUND INFORMATION

About the school

- 1.1 Lancing College is an independent boarding and day school for boys and girls aged 13 to 18 years. The school is a charitable trust, wholly owned by the Woodard Corporation and managed by a board of fifteen governors, all of whom are trustees of the charity. Since the previous boarding inspection, in March 2014, the school has appointed a new headmaster and is undertaking a refurbishment programme for all its boarding houses, which is now nearing completion.
- 1.2 The school was founded in 1848 by the Revd Nathaniel Woodard on its present site on the South Downs. It is one of three founding schools of the group of Woodard schools, which now number over forty. The school is divided into two sections: the senior school for pupils from Years 9 to 11 and the sixth form with pupils from Years 12 to 13. There are four boarding houses for boys and three boarding houses for girls, each taking pupils aged thirteen to eighteen. There is also one day house for boys and one day house for girls, taking pupils aged thirteen to eighteen.

What the school seeks to do

- 1.3 The school aims to educate boys and girls to develop a love of learning and to reach their full potential, enriched by the arts and physical activities. The school provides a Christian foundation in the Anglican tradition and seeks to prepare young men and women of vision and integrity who will be of service to others.

About the pupils

- 1.4 The pupils come from a variety of backgrounds, representative of the area surrounding the school. Nationally standardised test data used by the school indicates the ability profile of the senior school is above average, and in the sixth form it is broadly in line with that of sixth-form pupils in maintained schools. The school has identified 72 pupils as having special educational needs and/or disabilities (SEND), 48 of whom receive additional specialist support with dyslexia, dyspraxia, dyscalculia. No pupil has an education, health and care (EHC) plan or a statement of special educational needs. There are 196 pupils who have English as an additional language (EAL), 65 of whom receive additional support. Data used by the school identifies the most able pupils in the school's population, and the curriculum is modified to support their progress.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>Lancing College</i>	<i>National Curriculum name</i>
3 rd Form	Year 9
4 th Form	Year 10
5 th Form	Year 11
Lower sixth	Year 12

Upper sixth	Year 13
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Recommendations from previous inspections

- 1.6 The previous full inspection of the school by ISI was a standard inspection in May 2011. The recommendation from that inspection was to:
- Monitor teaching more closely and improve areas that fall below the high standard of the majority of lessons.
- 1.7 The school has partially addressed this recommendation. Further detail is given in the main text of the report.
- 1.8 The recommendations of the intermediate boarding inspection in March 2014 were to:
- Ensure consistent monitoring of the recently revised system of recording recruitment checks on staff.
 - Ensure implementation of the new systems in place to monitor boarders' access to all parts of the school.
 - Ensure that boarders always fully understand the school's responses to their views and suggestions.
 - Encourage boarders to use their available lockable space more consistently.
- 1.9 The school has successfully met all the recommendations of the previous boarding inspection.

2. KEY FINDINGS

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

- Pupils' highly developed study skills provide a secure base to support their outstanding academic and other achievements. The pupils' excellent attitudes to their studies are exemplified by high levels of initiative and independence in their learning.
- Pupils show excellent communication skills and a highly positive and successful emphasis on collaborative learning.
- Pupils achieve at a notably high level in a wide range of extra-curricular activities, including sport, music and in the performing arts.
- Pupils usually make rapid progress in their knowledge and understanding due to highly effective teaching strategies. Occasionally, teaching does not fully engage the pupils, leading to slower progress.

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

- 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.
- Pupils show understanding of, and take responsibility for, their own learning and personal development and they very much relish the opportunity to collaborate when working towards common goals.
- Pupils feel that their opinions are genuinely valued and that they can influence the school's approach through mature and considered argument.
- Pupils show an exceptionally good understanding of, and respect for, each other and this is firmly underpinned by the school's strong emphasis on Christian values.
- Boarders are particularly independent and self-confident and their understanding and respect for each other, within the family atmosphere of the boarding environment, fully supports their excellent personal development.

Recommendations

2.3 In the context of the excellent outcomes, the school might like to consider:

- Ensuring that the highly successful teaching methods seen in the majority of lessons, which successfully engage the pupils' interests, are employed by all staff.

3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is excellent
- 3.2 Lancing College pupils are educated to a high level in accordance with the school's aim to develop a love of learning and to assist them in reaching their full potential, enriched by the arts and physical activities. They acquire high levels of knowledge, understanding and skills according to their abilities and demonstrate excellent performance and creativity in their extra-curricular activities.
- 3.3 Pupils' attitudes to their own learning at all ages are outstanding and this contributes strongly to excellent outcomes in their academic and other achievements. Pupils work extremely effectively in teams and in groups, both in class and in extra-curricular activities. 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. It is a very positive feature of the pupils' character that many of the clubs and societies are organised and run by the pupils themselves, such as a mathematics club and a dance group. An overwhelming majority of the pupils observed in lessons were active participants, very much enjoying each other's company as they learnt.
- 3.4 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. Pupils in the sixth form are particularly well-served by knowledgeable teachers who have high expectations and an infectious enthusiasm for their subjects. This approach was not always in evidence in the senior school (Years 9 to 11) and the teaching was sometimes more circumscribed, with pupils less likely to initiate their own learning and thus the opportunities for progress were more limited. Pupils who spoke to the inspectors said that they strongly appreciate the extra help and support given freely by their teachers, and a very large majority of the pupils in the pre-inspection questionnaire agree that the teachers are supportive and helpful.
- 3.5 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. The pupils benefit from the occasions to present their work in class, either on their own or in groups. 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. This was seen in the outstanding quality of many of the extended project qualification (EPQ) essays, in the 'Heresy Essays' and in sophisticated and challenging analysis by A-level English literature pupils studying 'Women in Literature'. Pupils listen attentively in class and to each other, and this was also clearly in evidence in chapel services and when attending lectures. 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.
- 3.6 Pupils of all abilities develop good, and sometimes excellent, numerical skills and these are applied very effectively by the pupils across a wide range of subjects. Pupils enjoy participating in mathematics clubs and in national competitions. Their engagement in challenging mathematics lessons at all ages reflected their very positive attitudes towards numeracy. Pupils develop high levels of competence in information and communication technology (ICT). 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.

- 3.7 All groups of pupils, including those with SEND or EAL, make excellent progress and achieve well in relation to their abilities. This was not only seen in the exam results but also in the school's own assessment data, lessons observed and the viewing of pupils' work. The support for pupils with specific needs was effective and teachers are sensitive and informed in their approach, ensuring that individual pupils receive the support they need to make excellent progress. 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.
- 3.8 The following analysis uses the national data for the years 2013 to 2015. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been above the national average for maintained schools and results in IGCSE examinations have been higher than worldwide norms. Results at A-level have been above the national average for sixth-former pupils in maintained schools. Standardised measures of progress indicated that pupils made appropriate progress for the years 2013 to 2015. Inspection evidence from lesson observations, pupils' written work and subject interviews, and standardised measures of progress in GCSE examinations in 2016 indicated the pupils make excellent progress, with almost 60% of grades achieved at A* to A. Similarly results at A-level in 2016 also indicate the pupils make excellent progress, with over half of grades achieved at A* to A.
- 3.9 Pupils participate fully and achieve notable success in a comprehensive range of well-organised extra-curricular activities, including those based at the school's own equestrian centre, which the pupils thoroughly enjoy. 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 such as *'Coram Boy'*. The pupils' understanding of life outside the school is further enhanced by the school's own farm, where visits and interactions with the animals are greatly enjoyed by the pupils. An overwhelming majority of parents and pupils agreed in the questionnaires that the school provides a good choice of extra-curricular activities.
- 3.10 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. In the questionnaire, a small minority of pupils expressed concern regarding marking of work and how it helped them to improve. Evidence from the work viewed, the work seen in lessons and the pupil interviews indicated that the marking was for the most part good and much was excellent, supporting fully pupils' progress and development. Pupils benefit fully from the broad curriculum and effective teaching provision provided and this is supported fully by the governors' excellent vision and depth of expertise, and by the high expectations and thoughtful oversight from the school's leadership and management. 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, with others moving straight into employment, the armed forces and professional sporting contracts. The overwhelming majority of parent responses to the questionnaire indicate that the teaching enables their children to make good progress and to develop skills for the future.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils of all ages demonstrate high levels of self-knowledge and understanding, know their strengths and weaknesses and understand how to improve. Pupils are highly resilient and adventurous in their approach to the various curricular and extra-curricular challenges they encounter. The school sets individual academic targets, has half-termly reviews and the parents receive good quality and informative reports. Pupils throughout the school have high levels of self-esteem, they react positively to challenges and have the self-confidence to see occasional failures as simply learning opportunities. 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. This was further recognised in the questionnaire, where a very large majority of boarders felt boarding had helped them to become more confident and independent.
- 4.3 Pupils genuinely care for each other and enjoy celebrating each other's successes. This reflects well on the school's aim to prepare young men and women of integrity. Pupils develop highly effective social skills and are at ease amongst themselves. 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. 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, the inclusion of prayer and singing contributes to their spiritual development and it enhances their strong awareness of the importance of the family community in which they live. Sensitive and well-planned teaching enable the pupils to take time to reflect whilst providing strong encouragement to challenge the accepted norms. Pupils interviewed felt this was supported by the time they are given to pause and think, both in class and in the wider school community.
- 4.4 Pupils, most notably the boarders, 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 outside the school. 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' high standards of behaviour are underpinned by consistent behaviour management, which reflects successful leadership at every level. 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.
- 4.5 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. They show a mature awareness of the need to strike a healthy balance between work and leisure. 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.

- 4.6 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 PSHE programme contributes strongly to these open and understanding attitudes, as does the compulsory religious studies course in Years 9 and 10, which provides pupils with a good understanding of other faiths and cultures. 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. Almost all parents in their questionnaire responses agreed that the school creates an environment which successfully supports their child's personal development and actively promotes the values of democracy, respect and tolerance of those with different faiths and beliefs.
- 4.7 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.
- 4.8 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. Pupils go on bi-annual school trips to undertake support projects in Malawi, where the school provides long-term assistance for an affiliated school. 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 and providing direct support through participation in many local and national enterprises.
- 4.9 The excellent leadership and pastoral support provided by the school successfully encourages the pupils to make mature and aware decisions about their future. Pupils respond successfully to the choices open to them at the different key stages of their educational development and are mature and thoughtful in their consideration of life after school. On leaving the school, pupils are economically aware and well-equipped socially to take their place in higher education, in work, or to meet the challenges of a 'gap' year.