

# Lancing College

Inspection report for boarding school

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<b>Inspector</b>	Liz Driver / Paul Taylor
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<b>Date of last inspection</b>	27 September 2004

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## **Service information**

### **Brief description of the service**

Lancing College is an independent school that was founded in 1848 by the Reverend Nathaniel Woodard. The school is part of the Woodard Corporation in which 39 other schools belong with Lancing College being the senior school. Lancing College offers education and boarding for students from the age of 13 to 18 years. The school has seven boarding houses. Three houses are girls' boarding accommodation and the other four are boys' boarding accommodation.

### **Summary**

The inspection was carried out by two inspectors over three days. Pre inspection, all boarders were given questionnaires to complete. Three responses from parents were received at the time of inspection. The headmaster completed a self assessment form that was submitted prior to the inspection. During the inspection tours of the houses, discussions with staff and boarders plus viewing of logs and records were carried out. The inspectors also took meals during their visit. Overall the college provides excellent boarding provision with the boarders' welfare taken very seriously. Changes at the college since the last full welfare inspection include a new Headmaster and Second Master plus new Medical Centre nurses. The management of the college is effective and coordinated. Areas that need addressing have been identified in the school's development plan and are due to be met in 2007/2008.

The overall quality rating is outstanding.

This is an overview of what the inspector found during the inspection.

### **Improvements since the last inspection**

The last inspection carried out in September 2004 resulted in 14 recommended actions for the school to address. During this inspection all these areas were revisited. The school has worked hard since the last inspection to address all 14 areas with all but two fully actioned. Two areas are currently being addressed; work is in place to develop good systems for the Matron's performances to be reviewed, and the upgrading of identified boarding houses continues to be a main priority in the school's development plan. Work is scheduled to be carried out to continue with upgrading boarding houses over the next year. Work already carried out is of a very good standard.

### **Helping children to be healthy**

The provision is outstanding.

Boarders have access to high quality medical treatment and first aid. A registered nurse is available at all times for the treatment of minor illnesses and there is a high number of qualified first aiders among the boarding staff. Staff are trained to administer special medication such as Epi-pens as necessary. The school's health and medication policy is of a very good standard and informs staff how to administer non prescribed medication. There is close monitoring of practices in houses and of the medical centre. The college ensures that boarders' health records are regularly updated with information from parents. Health information is requested and any identified health needs are expanded on in a health care plan that is communicated to boarding house staff. Excellent records are kept throughout the areas for which the medical centre has responsibility. Boarders who are ill have access to a designated medical centre with separate bedrooms in which girls and boys can recuperate. The centre has recently been redecorated and refurbished to a very good standard. Some of the bedside cupboards are a little old. The

nurses are trained in child protection but did not have a copy of the new Sussex Child Protection and Safeguarding procedures. The college communicates via e mail. The Medical Centre is connected to email. It is not yet connected to the College's data network, but has free-standing email access to enable full email communication both within the College and externally. The college has an extensive programme for Personal, Social and Health Education. Specialist professionals can be used for referrals if necessary and others come into the school to participate in lessons. The college has very clear policies on smoking and alcohol. The college site is a non smoking one. The alcohol policy has been reviewed and no alcohol can be brought onto the college premises. Clear consequences are in place, about which all boarders are very well informed. The catering staff responsible for the provision and preparation of meals provide, in the main, a very good balanced diet. Current difficulties around supper provision, as identified in boarders' questionnaires pre inspection, are being addressed by the school's food forum and the catering department. The catering department is pro active in listening and responding to students' views. The Headmaster is also very aware of the need to review supper provision. Meal times are organised and efficient considering the large number of students who eat at the college. The dining room is of a good size with plenty of room for students to choose where they sit. The range of food available is excellent, with all diets being catered for. Boarders have ready access to drinking water and snacks at other times during the day/evening, although some boarders felt it was not consistent across all boarding houses.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

There are very low incidents of bullying reported in the college. Students reported that any incidents of bullying are treated very seriously. The college has numerous avenues which boarders can use if they feel that they or another boarder are being subjected to bullying behaviour. Examples of these include a college counsellor, prefects, members of the peer group support team, housemaster or housemistress, tutor, Chaplain and matron. There is a very clear procedure in place which outlines the college's response in the event that bullying occurs. Additionally the subject of bullying is discussed in the college's Personal, Health and Social Education programme. The management of bullying is a strength of the college. The sense of community in the college ensures that students who are feeling unhappy or vulnerable do not go unnoticed. There is a rolling programme of child protection training delivered to staff in the college. This includes child protection training provided to ancillary staff by the Head of Boarding. Nursing staff have also been trained in child protection procedures and all members of staff are clear about their obligations in the event that they have concerns about a boarder's welfare. Prefects and members of the Peer Support Team are also clear about what to do in the event of child protection concerns. There is a clear disciplinary process for the staff to follow in the event of misbehaviour by students. Boarders were clear what consequences are imposed for poor behaviour. All major disciplinary sanctions are recorded and monitored by the Second Master. There is a low level of sanctions imposed and boarders reported that poor behaviour is unusual. Behaviour observed was very courteous and relaxed. Boarders reported that punishments are fair. Prefects and House Captains do not have disciplinary powers although they can report poor behaviour to members of staff. Prefects also identified that they can reward positive behaviour and said that this is an important part of their role. There is written guidance in place with regards to the use of physical intervention if a member of staff sees a need for this. There are very clear procedures in place for students, parents and staff to follow in the event that they wish to make a complaint. Boarders reported that they feel listened to and that they have numerous avenues to approach if they wish to complain. These include the

school counsellor, Housemasters, Tutors, Second Master and Headmaster. Prefects are given training before commencing their role. They are clear about their responsibilities and are very aware of their position of being positive role models. The college has a development plan in place in order to respond to recent recommendations made following a visit by the fire brigade. This plan meets the timescales laid out by the report. Fire drills occur on a regular basis and at all times of the day or night. Records of fire drills are kept in each boarding area. All fire equipment is tested on a regular basis to ensure it is fit for purpose. There are clear guidelines in place with regards to ensuring that privacy is respected. Boarders and members of staff knock on doors before entering rooms. Boarders with their own rooms are able to lock them. Boarders are satisfied with arrangements to protect their privacy. Recruitment checks are more thorough since the last inspection. References are requested and referees are telephoned to ensure their veracity. Up to date checks from the Criminal Records Bureau are carried out prior to staff working unsupervised with students. The recruitment files are well organised and audited regularly by the Bursar. 'Gap Year' students have 'Certificates of Good Conduct' received from their country of origin prior to commencing work at the college. There is close monitoring of visitors to the college. Visitors have to report to reception where they are issued with a visitors' badge. Students and staff are expected to report any visitor not wearing a badge to a senior member of staff or security officer, so that the reason for their presence on the premises can be verified. Boarding houses are kept secure by means of a coded entry system. There are security officers on site and there are closed-circuit cameras situated strategically around the grounds. There are very clear and detailed risk assessments in place with regards to the extensive premises. Examples of risk assessments include those relating to the swimming pool, farm, shooting range and drive way. Risk assessments are carried out on activities which take place off site, such as sporting trips, skiing holidays and trips abroad. The risk assessments are endorsed by the member of staff responsible, to ensure that the document is relevant and up to date prior to the activity taking place. Boarders are clear what areas are out of bounds and what the consequences of breaking bounds are. The safety of students is treated as paramount by the college and systems reflect the efforts made by the different departments to ensure that the level of safety is maintained.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

The college has a well thought through approach to providing its boarders with a wide range of support and opportunities that encourage them to achieve both educationally and socially and to their fullest potential. It welcomes and celebrates diversity. There is a very wide range of activities outside of class time with which boarders are very happy. Staff are involved in these activities and committed to providing a very high standard of provision. All activities are risk assessed to a very good standard. Boarders are very well informed about people at the college from whom they can seek help and advice. Support for individuals is a high priority for the school with a wide range of staff available, from peer supporters to counsellors to the Chaplain. All support areas are utilised by students who feel comfortable in accessing individual people. The college has an approach that values the diverse needs of its boarders. The college's very good policies on equal opportunities and disability are put into practice throughout the school. The college is very attentive in ensuring that any onerous demands on boarders do not adversely affect their welfare, and monitor closely any individual students who may be of concern. Each boarder has a facility for private study, either in designated prep rooms in boarding houses or in individual bedrooms. The college has a wide range of indoor and outdoor recreation

areas for the use of boarders, with development of the sixth form common room identified as a priority provision in the college's development plan for 2007/2008.

### **Helping children make a positive contribution**

The provision is good.

As stated earlier, there are numerous avenues available to boarders to voice their opinions. Weekly meetings with tutors, access to a counsellor, the peer support team, Year Group Forums and conversations with matrons combined with the day to day informal interactions with members of staff, ensure that boarders are able to express themselves. The vast majority of boarders were very positive about the respect and guidance afforded to them by members of staff. Interactions observed between members of staff and students were relaxed and respectful. Boarders are able to contact their parents via email, mobile telephone and telephones in the boarding areas. Parents are encouraged to visit the college to discuss their child's progress. Apart from television, the students have access to a wide variety of newspapers and periodicals. There are also numerous visiting lecturers who offer advice and information on a variety of subjects. Trips out, such as community work in local primary schools, encourage the students to explore life outside of the college. Additionally there are trips abroad to countries such as Malawi, where students have the opportunity to work with indigenous communities.

### **Achieving economic wellbeing**

The provision is good.

Boarders are able to lock their rooms and have lockable storage areas to place valuables in. There is a detailed development plan in place with regards to the refurbishment and redecoration of the boarding areas. Lancing College is a very large site and there is always some area being redecorated. Boarders reported that the Estates Team respond promptly to repairs. Two of the boarding areas have been the subject of major refurbishments since the last inspection and these have resulted in much better facilities. There are plans to further develop the Sixth Form Common Room. All the boarding areas were clean, warm and comfortably furnished. There are ample toilets and bathing facilities available to the boarders. In one boarding area space is at a premium and is operating at capacity. Other boarding areas have ample room for the boarders. Boarders are able to personalise their rooms with posters and pictures.

### **Organisation**

The organisation is outstanding.

The Headmaster and Second Master are both new in post since the last full welfare inspection. Overall, the management of the school is very effective and coordinated. Senior managers are committed to the boarding welfare and provision. An exciting and very comprehensive development plan confirms the management's commitment to the future of boarding at Lancing College. The style of management ensures all staff with designated roles are sure of their responsibilities. Boarders are happy with the running of the college. The management ensure that action plans are put in place and practice issues addressed when issues are raised. The college provides very clear information to both parents and students about the principles and practice of boarding life at the college. This is written in a way that boarders can understand, with separate information available for overseas students. The management of the boarding provision has a high profile in the college with clear lines of communication and accountability. The Headmaster and Second Master are actively involved in the boarding side of the college. The organisation of the boarding houses ensures full consideration is given to safeguarding

the welfare of the boarders. The number of staff available for the supervision of boarders is sufficient. Boarders know which staff are on duty and who they can go to for assistance at all times. Very good systems are in place to monitor the whereabouts of boarders at all times. Risk assessments are in place for crises that relate to the welfare of boarders. The college has a well developed system for risk assessment. New staff receive induction training from a range of senior staff coordinated by the Senior Mistress and Second Master. They are provided with clear job descriptions and a staff handbook containing boarding policies and procedures. Staff appraisals, for Matrons, are to be implemented in the very near future. Work is in progress to finalise the format to be used. Boarding staff are encouraged to attend training internally and externally.

## What must be done to secure future improvement?

### Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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### Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue with the updating of furnishings in the medical centre, specifically bedside cupboards ( NMS 16)
- continue to respond to concerns raised about the supper provision ( NMS 24)
- monitor the consistency of food provision/snacks across all boarding houses ( NMS25)
- continue with plans, identified in the college's development plan, regarding a sixth form common room ( NMS 46)
- continue with plans to implement Matron's appraisals. ( NMS 34)



## Annex

## Annex A

### National Minimum Standards for boarding school

#### Being healthy

**The intended outcomes for these standards are:**

- boarders' health is promoted (NMS 6)
- safeguarding and promoting boarders' health and welfare are supported by appropriate records (NMS 7)
- boarders' receive first aid and health care as necessary (NMS 15)
- boarders are adequately supervised and looked after when ill (NMS 16)
- boarders are supported in relation to any health or personal problems (NMS 17)
- boarders receive good quality catering provision (NMS 24)
- boarders have access to food and drinking water in addition to main meals (NMS 25)
- boarders are suitably accommodated when ill (NMS 48)
- boarders' clothing and bedding are adequately laundered (NMS 49).

**Ofsted considers 6 and 15 the key standards to be inspected.**

#### Staying safe

**The intended outcomes for these standards are:**

- boarders are protected from bullying (NMS 2)
- boarders are protected from abuse (NMS 3)
- use of discipline with boarders is fair and appropriate (NMS 4)
- boarders' complaints are responded to appropriately (NMS 5)
- the operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- boarders' welfare is protected in any appointment of educational guardians by the school (NMS 22)
- boarders are protected from the risk of fire (NMS 26)
- the welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school (NMS 28)
- boarders' safety and welfare are protected during high risk activities (NMS 29)
- boarders' personal privacy is respected (NMS 37)
- there is vigorous selection and vetting of all staff and volunteers working with boarders (NMS 38)
- boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures; all unchecked visitors to the boarding premises are supervised (NMS 39)
- boarders have their own accommodation, which is secure from public intrusion (NMS 41)
- boarders are protected from safety hazards (NMS 47)

**Ofsted considers 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.**

#### Enjoying and achieving

**The intended outcomes for these standards are:**

- boarders have access to a range and choice of activities (NMS 11)
- boarders do not experience inappropriate discrimination (NMS 18)
- boarders' welfare is not compromised by unusual or onerous demands (NMS 27)
- boarders have satisfactory provision to study (NMS 43)
- boarders have access to a range of safe recreational areas (NMS 46)

**Ofsted considers 14 and 18 the key standards to be inspected.**

**Annex A**

## **Making a positive contribution**

**The intended outcomes for these standards are:**

- boarders are enabled to contribute to the operation of boarding in the school (NMS 12)
- boarders receive personal support from staff (NMS 14)
- boarders can maintain private contact with their parents and families (NMS 19)
- new boarders are introduced to the school's procedures and operation, and are enabled to settle in (NMS 21)
- boarders have appropriate access to information and facilities outside the school (NMS 30)
- there are sound relationships between staff and boarders (NMS 36)

**Ofsted considers 12 and 19 the key standards to be inspected.**

## **Achieving economic well-being**

**The intended outcomes for these standards are:**

- boarders' possessions and money are protected (NMS 20)
- boarders are provided with satisfactory accommodation (NMS 40)
- boarders have satisfactory sleeping accommodation (NMS 42)
- boarders have adequate private toilet and washing facilities (NMS 44)
- boarders have satisfactory provision for changing by day (NMS 45)
- boarders can obtain personal requisites while accommodated at school (NMS 50)

**Ofsted considers 51 the key standard to be inspected.**

## **Organisation**

**The intended outcomes for these standards are:**

- a suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- there is clear leadership of boarding in the school (NMS 8)
- crises affecting boarders' welfare are managed effectively (NMS 9)
- the school's organisation of boarding contributes to boarders' welfare (NMS 10)
- risk assessment and school record-keeping contribute to boarders' welfare (NMS 23)
- boarders are supervised adequately by staff (NMS 31)
- staff exercise appropriate supervision of boarders leaving the school site (NMS 32)
- boarders are adequately supervised at night (NMS 33)
- boarders are looked after by staff which have specific boarding duties, and have received adequate induction and continued training (NMS 34)
- boarders are looked after by staff which follow clear boarding policies and practice (NMS 35)
- the welfare of boarders placed in lodgings is safeguarded and promoted (NMS 51)
- the welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

**Ofsted considers 1, 23, 31 and 34 the key standards to be inspected.**