

inspection report

Boarding School

Lancing College

Lancing

West Sussex

BN15 0RW

27th September 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Lancing College

Address

Lancing College, Lancing, West Sussex, BN15 0RW

Tel No:

01273 452213

Fax No:

01273 464720

Email Address

Name of Governing body, Person or Authority responsible for the school

Lancing College Ltd

Name of Head

Mr P M Tinniswood

CSCI Classification

Boarding School

Type of school

Boarding School

Date of last boarding welfare inspection

10/09/03

Date of Inspection Visit		27th September 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Ms G Moorey	106133
Name of CSCI Inspector	2	Liz Driver	
Name of CSCI Inspector	3	Kevin Ball	
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Ian Quickfall	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		PETER TINNISWOOD	

Introduction to Report and Inspection

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 - What the school should do better in Boarding Welfare**
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 - Advisory Recommendations from this inspection**
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 - 2. Organisation and Management**
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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Lancing College.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

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 twenty- four other independent schools belong with Lancing College being the senior school.

Lancing college offers education for students from the age of thirteen to eighteen. Currently the school offers boarding to two hundred and ninety- eight students of which two hundred and eleven are boy's and eighty- seven are girl's.

The school has eight boarding houses. Three houses are girls boarding accommodation and the other five houses are boys boarding accommodation.

The school offers the students a wide range of activities that is holistic in its approach to include the interests of all of its pupils.

The aim of the pastoral care within the college is to promote the welfare of those young people both boarding and day pupils and to provide a structure to cope with problems and emergencies, supported by a variety of people with different qualifications who can offer support to the students.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

1). The school has a comprehensive guide within its prospectus and supplement. The college also has a range of information that is provided for the students when arriving at the school.

2). The school has developed a Crisis Management Plan that is both imaginative and comprehensive of the requirements of the standard. The plan takes into consideration all aspects and the possibilities related to management of emergencies.

3). The college has organised the catering for the school through an outside catering company which provides the school with an excellent range and quality of food. The menus cover and offer the young people a choice of five different meals at lunchtime and three at dinnertime, alongside puddings and fruit. The young people are able to mix their choice of meals from all three counters serving food.

4.) The school has developed a full range of risk assessments which relate to all aspects of the college activities and possible areas within the grounds that could pose a risk to the safety and security of the students.

The school has also developed its security system to ensure where possible the security of the grounds and buildings.

5). Over the three days of the inspection the inspectors observed the general atmosphere and relationships between the pupils and staff. The students reflected that they felt supported and respected by the staff connected to the boarding houses. Generally within the school the young people were able to express themselves and make choices. The staff within the college enabled the students to do this with guidance and appropriate relationships.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

1.) During the inspection process all of the boarding houses were visited. All of the inspectors undertook tours of the buildings with the students and it was found that provision of facilities in the individual houses were varied with some of the boarding units physically offering less comfortable living standards.

While a majority of the boarding houses offer a high standard of provision with some future development needed, both Second's and Teme had more significant requirements that are highlighted within the body of the report under the Environment section. There were also some Health and Safety recommendations that would need immediate attention. These are highlighted in Standard 47.

2.) As a part of the inspection the recruitment of staff and the checking of the relevant records is undertaken. It became apparent through this process that the college needs to review the current system in order that all records are available for viewing. The recruitment of non-academic staff needs to follow the same system as those employed elsewhere in the school.

The senior staff within the boarding houses are able to access the training offered by the Boarding Schools Association but this is not filtered down throughout the other staff within the houses. The school also needs to consider the issue of providing non-academic staff with such training as Child Protection and any other training relevant to their position within the college. The school also needs to look at the issue of supervision and appraisals for staff outside of the academic body.

Any other minor shortfalls found during the inspection from the Boarding School Standards are highlighted within the main body of the report.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Lancing College is a well managed school providing an holistic approach to the pastoral care of the students enabling them to become confident young men and women.

The school welcomed the Inspectors and enabled the inspection process by organising the three days and arranged interviews with the relevant staff and the pupils. All of the staff and young people were open to discussion about all aspects of their lives and roles within the college. Throughout the inspection the Inspectors observed the warm, respectful professional relationships between pupils and staff.

As part of the inspection process the students are asked to complete a questionnaire. This is undertaken on a voluntary basis. The questionnaires are completed in the weeks running up to the main inspection. This is used as a tool to highlight any possible issues, likes and dislikes the students may have in relation to the pastoral care at the school.

Within the questionnaires completed at Lancing College information was given to the Inspectors that raised a serious concern related to the protection of the pupils. As a follow up to this information the Inspectors spoke to the students concerned. The information was then passed to the Headmaster and the Child Protection Officer for the school to deal with through the appropriate channels.

Welfare Policies and Procedures, Standards 1-7.

Standards 1-7, the school scored 6-threes and 1-four. There were some recommendations related to Standard 2, Countering Bullying and Standard 3 Child Protection. The one four where the school exceeded the standard was Standard 6, Health Education.

Organisation and Management, Standards 8-14.

Standards 8-14, the school scored 3 threes, 1 one, 1 two, and 2 fours. There were some recommendations related to Standard 10, Organisation of boarding houses and Standard 12, Securing boarders views. The 2 fours where the school exceeded the Standard were Standard 9, Crisis Management and Standard 14, Staff and outside support to boarders.

Welfare Support to Boarders, Standards 15-30.

Standards 15-30, The school scored 10 three's, 3 twos, 2 fours and 2 of the standards were not applicable to the school. There were some recommendations related to Standard 15, Medical Treatment and first aid, Standard 17, Management of health and personal problems and Standard 23, Monitoring of Records. The 3 fours where the school exceeded the Standard were Standard 24, Catering, Standard 29, High- risk activities and risk assessment and Standard 30, Access to information and local facilities.

Staffing, Standards 31-40.

Standards 31 –39, The school scored 5 three's, 1 two, 1 one and 2 fours. There were some recommendations related to Standard 34, Staff job descriptions, induction, supervision and training and Standard 38, Staff recruitment and checks on other adults. The 2 fours where the school exceeded the Standard were Standard 32, Supervision of boarders leaving the school site and Standard 36, Staff/boarder relationships.

Premises, Standards 40-52.

Standards 40-52. The school scored 6 threes, 4 twos, 2 fours and one standard was not applicable to the college. There were some recommendations related to Standard 40, Boarding accommodation, Standard 42, Sleeping accommodation, Standard 44, Toilet and washing provision and Standard 46, Recreation areas. The 2 fours where the school exceeded the Standard were Standard 49, Laundry and Standard 52, Off- site accommodation and exchanges (short term).

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1.	NMS2	School to ensure that parents and pupils are aware of the anti-bullying code and that this is freely available to all.	31 st March 05
2.	NMS3	The school to review the line management system of reporting child protection issues and consider reporting events to the designated lead as a first port of call for all staff.	28 th February 05
3.	NMS3	The school needs to provide refresher training on child protection to all staff, including ancillary employees, as a priority.	31 st March 05
4.	NMS3	The school to develop a written and formal policy and procedure on whistle blowing and cascade to all staff and make freely available for all staff.	28th Feb 05
5.	NMS10	The school needs to upgrade individual boarding houses to achieve an equal standard of living across the accommodation.	Starting in November 04.
6.	NMS15	The school needs to implement a written consent form to be in place for the administration of first aid, and prescribed and non- prescribed medication.	28 th Feb 05
7.	NMS17	The school needs to have individual written welfare plans in place where appropriate.	28 th Feb 05.
8.	NMS34	The school to review the role and responsibility of the Matrons and provide all with job descriptions, training opportunities and performance review as appropriate.	31 st March 05.

9.	NMS35	The school to ensure that both staff handbooks are consistent in the information they provide and that matters such as staff disciplinary procedures are included and available to all.	31 st March 05
10.	NMS38	The school to introduce a robust, effective and efficient recruitment process for all staff and evidence appropriate checks as set out in Standard 38.	28 th Feb 05
11.	NMS38	The school to undertake retrospective CRB checks and other checks as it deems appropriate on all staff who have not yet completed a CRB check or where gaps are found, in order to satisfy themselves as to the suitability of those individuals to work with children.	31 st March 05
12.	NMS40 NMS42	The school need to implement a development plan for both Teme House and Second's House. In regard to the information within Standard 40 and 42.	On going from Nov 04
13.	NMS43	The school needs to immediately address the bathroom/shower problems that are currently within Second's House due to the Health and Safety issues. The school also need to address the issue of the female Gap Students sharing showering facilities with the young women in Handford House.	On going from Nov 2004.
14.	NMS47	The issue regarding the use of safety glass and window restrictors school need to follow-up on the issues from Standard 47.	31 st March 05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1.	NMS3	The school to obtain an up to date copy of the DOH Working Together to Safeguard Children document.
2.	NMS4	The school to be vigilant about any idiosyncratic activity within the student groups and take action as appropriate.
3.	NMS12	The school needs to look at forming a Year Group Forum – looking at meeting once a term.
4.	NMS23	The school needs to implement a system where a senior member of staff regularly checks the records relating to the welfare of the students including records kept at the medical centre.
5.	NMS40, 42,43, 44, 48.	The school needs to continue its upgrade to all of the boarding houses. This is inclusive of the Medical Centre.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	NO

Checks with other Organisations and Individuals

• Social Services	NO
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person or Counsellor	NO
• Chair of Governors	NO
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES

Date of Inspection	27/09/04
Time of Inspection	8.30AM
Duration of Inspection (hrs.)	132
Number of Inspector Days spent on site	3.5

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M**

13

TO

18

NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**Boys**

211

Girls

87

Total

298

Number of separate Boarding Houses

8

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
| 3 - Standard Met | (No Shortfalls) |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 1 - Standard Not Met | (Major Shortfalls) |

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence

Standard met?

3

The prospectus and the information leaflet cover the required guidance for the parents and other visiting professionals.

The information does reflect the current practice within the school. This was confirmed by both the children, staff and through the observations of the inspectors.

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence

Standard met?

3

Lancing College appears to have an effective policy to counter bullying and this appears to be successfully implemented in practice. The policy is located in the Staff Handbook and provides a definition of bullying, signs to be aware of as well as steps to be taken to combat it. This is tackled through the school support systems as well as the curriculum. Additionally the procedure for staff to follow is clearly outlined, as are possible sanctions.

Through student discussion groups the Inspectors were informed that bullying was not a significant issue and one where it was not tolerated. Students stated that there were adults that they could turn to, to either report incidents of bullying or for support.

Student survey highlighted that 87% of the pupils stated that they were never or rarely bullied.

The Pupil's Charter does not make reference to the anti-bullying code, and no documents appear to be available for parents through the preliminary contact package, and the school is advised to ensure that all parents are provided with this information as well as it being incorporated in the Pupil's Charter.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	87	%
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Standard 3 (3.1 – 3.9)

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

Key Findings and Evidence

Standard met?

3

Lancing College has an appropriate policy on child protection that is consistent with the local Area Child Protection Committee procedures. The policy is located in the Staff Handbook and details the procedure to be followed as well as outlining a definition of the four recognised categories of abuse as defined by the Department of Health. The procedure is based upon a line management and hierarchical system. The Director of Boarding is the designated member of staff for child protection. All staff interviewed were aware of the need to go to the Director of Boarding should child protection issues be raised.

The policy does state that staff may go to Housemasters or Housemistresses as their line manager before going to the designated lead. The Inspection team would have concerns about a number of different thresholds being applied in determining whether intervention is required, especially on a campus as large as Lancing College. The school is advised to review this system and ensure that one person i.e. the Director of Boarding is reported to so as to ensure a consistent threshold.

All staff interviewed had been provided with child protection training through the Inset programme however this was two years ago. Gap students were given training as well as newly appointed staff through their induction programme. The school is advised to provide refresher training for all staff which would include related practice issues such as whistle blowing and physical intervention with the students.

As the school appears to have no formal, written whistle blowing policy it is advised to formulate one and cascade this to all staff. The Inspection team are satisfied that staff are able to speak out if concerns are raised however some formal training and guidance would be beneficial. It is noted that whistle blowing is mentioned in the Non-Teaching Staff Handbook however this is not a comprehensive policy. The school will need to include the contact details for staff of the Commission for Social Care Inspection.

The school and designated lead are advised to obtain an up to date version of the Department of Health's Working Together to Safeguard Children publication. In discussion with the Director of Boarding the Inspector was informed that the role of Director is relatively new and it was felt that it was a huge task along with maintaining a hectic teaching schedule. Greater attention to the development to some aspects of caring for students as well as supporting the staff was needed and the Director felt that aspects of this role were stretched. One example of this is the need to provide refresher training on child protection to all, the development of formalised policies such as whistle blowing in order to safeguard students and staff and remaining up to date with external policy and practice issues that might impact upon safeguarding children. The school is therefore advised to review this role and ensure the benefits of such a position are fully maximised.

The school has a policy and procedure for when a student is missing from the school and this can be found in the Staff Handbook. Documents appear to be available for parents through the preliminary contact package, and the school is advised to ensure that all parents are provided with this information.

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

Key Findings and Evidence

Standard met?

3

The school has a policy in place that details behaviour management, discipline and the use of punishments and this is available to students, parents and staff. The policy is to be found in the Staff Handbook and details school rules, dress code, visiting other houses and rewards, discipline and sanctions.

The Inspection team found that although there was a general consistency between houses regarding the sanctions used in the school and these did not breach the policy, there were inconsistencies and discrepancies between the application of sanctions from house to house. This is to be expected to an extent however there were also inconsistencies noted in the recording and reporting of sanctions, ranging from comprehensive to sparse reporting.

Student surveys highlighted that 85% of the students stated that they felt that sanctions were Always Fair, Almost Fair and that Mostly Fair.

The Inspection team were informed by some students that idiosyncratic activity may exist in the form of bundling and being locked in a room, that is initiated by students. Students felt that these were more fun activities. However the school is advised to monitor this situation.

The school does have a policy on the use of physical intervention and this is located in the Staff Handbook. It follows guidelines as set out by the Education Act 1996 Section 550A.

Standard 5 (5.1 - 5.7)

The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

Key Findings and Evidence

Standard met?

3

The school has an appropriate policy on responding to complaints from students and parents. This is outlined in the Staff Handbook and is summarised in individual houses on notice boards.

The Inspector was informed that complaints are dealt with at a local level in the first instance, for example Tutors or Housemasters/Mistresses and may be referred up the line management structure if required. Alternatively those making a complaint may contact a member of the senior management team to begin with if required.

The school will need to provide the contact details for students and parents of the Commission for Social Care Inspection.

Complaints are kept on individual students files.

Number of complaints, if any, received by CSCI about the school during last 12 months:

0

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence

Standard met?

4

The school has policies and procedures in place on countering major risks to health. Personal, social and health education is delivered through a structured, age related programme in the academic side of school. The school also arranges for various professional health groups to come into the college and discuss significant health and welfare issues.

The medical centre provides a large variety of resources for pupils regarding many health issues that young people may have. The inspectors are able to report that staff who took part in group discussions during this inspection were all well informed of the school's response to alcohol, smoking and illegal substance abuse by boarders as are the pupils themselves. The school has policies in place to cover these areas.

Standard 7 (7.1 - 7.5)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

Key Findings and Evidence

Standard met?

3

The medical centre keeps records on individual pupil's health and welfare needs. Relevant information is passed onto boarding staff, for example allergies and drug reactions. Records identify the person with parental responsibility for each boarder together with emergency contact details. The inspector viewed records that were stored and respected in a confidential manner.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

3

The college has a board of Governors and regular meetings are held to review boarding and all other aspects of the college. There is not a specific person on the board who oversees the welfare of the young people.

The senior house staff are offered the Boarding Schools Association training courses. All the head's of houses are very experienced members of staff and have a dual role within the academic body.

Standard 9 (9.1 - 9.3)

The school should be capable of satisfactorily managing crises affecting boarders' welfare

Key Findings and Evidence

Standard met?

4

The college has developed a comprehensive detailed plan of dealing with a crisis and designed a format of who to call and what action should be taken.

The plan covers a large range of possible situations from incidents within the School to road/sea/air traffic accidents and missing pupils.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence**Standard met?****1**

The school has eight boarding houses. Three houses are for the female boarders and five are for the male boarders.

During the inspection process it was observed that there are discrepancies within the quality of the boarding houses. There is marked difference in the provision of girls boarding houses to the boys and within the boarding houses for the boys. Two houses are clearly in need of renovation.

Throughout the boarding houses there are areas in which all facilities do need some development. Within the girls houses there is an issue of privacy related to the bathrooms/showering facilities needs to be considered as within School, Gibbs and Sankey's. The two houses with more pressing issues of renovation and health and safety recommendations are Teme and Second's.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

Key Findings and Evidence**Standard met?****3**

The college has a wide range of activities in place which facilitated by the extensive provision within the ground of the school.

Students are given enough free-time in the afternoons and evenings. Also the weekend is divided into periods of time when the pupils have space to choose for themselves as to how to spend their time. Although students did reflect in the discussion groups and within questionnaires that they felt that more activities should be offered on Sundays.

A wide range of activities are provided in an imaginative scheme co-ordinated by the Director of ECA.

The school provides a more limited range of activities at the weekends, mainly for the benefit of 'international' students as a majority of the boarders go home after sports commitments on Saturdays. The Swimming Pool opens at 5pm on Sunday. This was decided as the best time by the student group.

The students do have regular access to the internet. The school have a firewall in place, with differing security level for pupils.

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	2
<p>Within the boarding houses the school does not currently have an up and running school council. However there are various committees set up within the student body including the Food Committee that relates directly to boarding.</p> <p>The young people also raised issues about wanting to discuss issues such as the facilities in Second's house.</p> <p>All of the boarding houses have Head's of House among the student body. Within the boys' houses they are selected by the House Staff. Within the girls' houses they operate an elective system.</p>		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
<p>Within the boarding houses a system of Heads of House is used. Each house has an individual way of establishing who will take on this role within the year groups. A prefect system is run throughout the school day.</p> <p>The duties for the prefects are defined within the 2004/5 Staff Handbook but not their powers. The duties for the Head's of House are currently being developed. The Head's of House need to undergo an induction into their role including Child Protection training.</p> <p>Within the questionnaires and discussion groups with pupils it was indicated that there was not an abuse of power within the prefect and Head's of Houses. The Prefects receive training, support and supervision from the Second Master. The Head's of House are supported by the House Mistress and House Master.</p> <p>Other opportunities for the students to hold responsibility within the school include the Peer Support Group, Captaincy of Sports Teams and leadership of other Clubs/Societies such as the Library Committee and Library Monitors, Sacristians, the Charities Committee and CCF.</p>		

Standard 14 (14.1 - 14.6)

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

Key Findings and Evidence**Standard met?****4**

The school offers both support and advice within both the academic and pastoral side of the college.

Through the academic system from Year 10 the students are able to pick their own tutor. This has proved to be successful and popular within the student body. Within the discussion groups the pupils felt that they had access to a range of staff who could help with personal problems as well as academic problems.

The college employs a Counsellor who is regularly consulted by pupils on a range of issues. There is easy access through e-mail. The Chaplain, too, was seen as a counsellor who was, or could be, out of "the system".

Both the Chaplain and Counsellor had been CRB checked. In order for the pupils to contact the Counsellor a notice is widely displayed within the boarding houses.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
- Boarders are adequately supervised and looked after when ill.
- Boarders are supported in relation to any health or personal problems.
- Boarders do not experience inappropriate discrimination.
- Boarders can maintain private contact with their parents and families.
- Boarders' possessions and money are protected.
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
- Boarders' welfare is protected in any appointment of educational guardians by the school.
- Risk assessment and school record keeping contribute to boarders' welfare.
- Boarders receive good quality catering provision.
- Boarders have access to food and drinking water in addition to main meals.
- Boarders are protected from the risk of fire.
- Boarders' welfare is not compromised by unusual or onerous demands.
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.
- Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

2

All the designated Nurses have active registrations with The Nursing and Midwifery Council. Confirmation of these checks should also be kept centrally with individual staff recruitment records.

First Aid is given by suitably qualified staff. Records are kept of all treatment, medication and first aid given. The school needs to develop a system where records are monitored on a regular basis by a senior member of staff. (Standard 15.12)

The school has in place and follows a written protocol on the provision of non-prescribed "household" medicines to boarders. (Standard 15.9)

Written parental consent is obtained for emergency procedures. Documents viewed showed a general statement. The school need to ensure that written consent is obtained for the administration of first aid and appropriate non-prescribed and prescribed medication to boarders. This information needs to be made available to all staff who may administer first aid or medication. (Standard 15.14)

The inspector noted the storage of cleaning items in the medical centre was not in accordance with COSHH procedures. A locked cupboard needs to be provided for products to be stored. The school has a designated medical centre that is staffed by qualified nurses at all times. The medical centre has very close links with a local GP practice who provide very regular services of both male and female GP's to the school. All pupils are registered with the GP practice. Dental and Orthodontic care is also catered for.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence

Standard met?

3

Boarders admitted to the medical centre are cared for in separate male and female areas. Both areas are easily accessible to medical centre staff. Staff cover is 24 hours a day. There are separate toilets and bathing facilities for each gender. Boys have access to a bath and girls have access to a shower. It is noted that the standard of the shower is poor. The toilets also need to be renewed in the future. The inspector saw areas of damp in some rooms that needed immediate attention.

Individual call bells above each bed enable sick boarders to summon assistance. The security of the medical centre has been enhanced recently and staff are satisfied with this level of security.

Standard 17 (17.1 - 17.8)

Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence

Standard met?

2

Significant health and personal problems of individual boarders are identified and managed accordingly. The inspector saw evidence of some records in the medical centre where parents have provided information regarding their children's needs.

Individual welfare plans need to be developed for any boarders with special welfare needs, significant emotional or behaviour difficulties. (Standard 17.2) The nurse indicated that she is addressing this through the local school nurse forum that she is a member of. Problems such as bedwetting are dealt with sympathetically and referral to a local specialist Enuresis service is available. Communication with the house matron enables this problem to be dealt with appropriately in the boarding house.

The school provides the services of Counsellor and will refer to other professionals if indicated. The level of provision is of a good standard. Through discussion the school evidenced the great amount of support offered to boarders undergoing times of personal stress.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence**Standard met?**

3

The college has a comprehensive written policy on equal opportunities for non-teaching staff and a bullet points in the Pupils Charter on Equal Opportunities.

Within the questionnaires and discussion groups the pupils did not identify that any specific group or groups felt excluded. It was also felt by the students that anyone experiencing problems of feeling isolated could speak to somebody in the boarding houses.

The college hold special dinners to celebrate the Chinese New Year etc. Muslim students are able to access a local mosque. A wide range of alternatives are available in the Dining Room to cater for different needs.

The school provides extra English lessons to improve pupils understanding and fluency. The students talked to by the Inspectors were happy with the provision made for them.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence**Standard met?**

3

Contact with families for boarders is facilitated by the boarding houses by having a private pay phone, use of mobile phones, stationery which can be brought through the shop and e-mail access.

New boarders can contact with home from when they start boarding and are able to visit home in the second week. All of the Housemasters and Housemistresses had made contact with the parents of newcomers and meet with them on the first day of term. The Inspectors saw evidence of good communications with parents on matters of welfare concern.

Contact numbers for the Counsellor, Child-line and Social Services, were widely on display.

Standard 20 (20.1 - 20.3)

Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

Key Findings and Evidence**Standard met?**

3

The school has efficient systems for keeping and recording pocket money. Housemasters and Mistresses distribute pocket money. Houses can vary in their system used but all discussions with house staff indicated this standard to be met.

Each boarder has access to a secure place to keep personal possessions.

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>The boarding house staff have produced two good guides, one for the Lower School, the other for the Lower Sixth. Also each house has its own information book.</p> <p>There are systems in place to ensure that new boarders were helped to settle in by mentors. Within the girls' houses there is an Aunt/ Niece arrangement. The selected Aunt writes to her Niece and then acts as a mentor during their initial term at the school.</p> <p>The new students within the discussion identified this as happening. However they found the best way of receiving information was in their day-to-day life at the school.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
<p>This Standard is not applicable to Lancing College and has therefore not been inspected. The Commission is informed that the school does not appoint Guardians.</p>		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	2
<p>The monitoring of records within the school is divided into individual responsibilities. The risk assessments are checked and monitored by the assistant bursar who is responsible for the overseeing of the maintenance, buildings, grounds and health safety teams.</p> <p>The majority of the welfare and health records for the young people are currently not monitored by a central system and there is not a designated person to undertake this role. The records and process for the sanctions and punishments are overseen by the deputy head.</p>		

Standard 24 (24.1 - 24.8)

Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.

Key Findings and Evidence**Standard met?****4**

The inspectors took breakfast, lunch and supper with the boarders during the inspection and found the quality, choice and nutritional standard of food provision to be of a very good level. Pupil questionnaire results, however indicate that 75% of pupils feel the standard is below average. The variety of food on offer was excellent with many choices for both vegetarian and meat eaters. Fresh fruit was available at meal times. Meal times are very well organised with sufficient time allocated. The schools dining room is adequate for the numbers at each sitting. Staff take meals with pupils on a separate table in the dining room.

The schools catering is supplied by Sodexo catering company and an interview with the catering manager confirmed the schools approach to providing a good quality standard all round. All catering staff are suitably qualified to handle food and undertake training on a regular basis. Catering staff also undertake training in the administration of EpiPens for boarders with severe nut allergies.

The inspectors noted the busy take away business that occurs each evening after prep. The school are addressing this and have plans to open, in the future, a centrally located café open in the evenings.

The catering manager confirmed that there are no outstanding recommendations from the last Environmental Health Department inspection. The last inspection carried out was in May 2003. Sodexo also carry out their own audit and this year's audit is due very soon. The school has a food committee in place where feedback from students is discussed. Meetings take place twice a term. The catering manager evidenced his commitment to the importance of these meetings.

Boarding houses are provided with supplies of bread, fruit, orange juice, milk and biscuits/cakes on a daily basis. The medical centre is provided food by way of thermo containers.

The catering manager confirmed he has a major crisis plan in place for the catering department.

Standard 25 (25.1 - 25.5)

Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.

Key Findings and Evidence**Standard met?****3**

There is adequate access to water fountains in the dining area and to kitchens in the boarding houses for drinking water during the day. Other water fountains are located within the school buildings. Pupils are able to prepare snacks in the house kitchens using bread, butter and milk provided by the school and to purchase tuck from the school Shop or in individual houses.

All pupils have facilities to store and prepare food in the boarding houses. Staff encourage boarders to eat in the dining room.

Kitchen facilities in some of the boarding houses do not make preparing food easy. See standard on environment.

Standard 26 (26.1 - 26.5)

Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence**Standard met?****3**

Responsibility for fire safety precautions in the school is held by the manager of the maintenance team. Satisfactory and up-to-date records of equipment tests and fire drills were seen by the Inspectors.

Fire drill instructions were within each of the boarding houses on the notice board. Discussion with groups of boarders indicated they clearly understood the emergency evacuation procedures.

Standard 27 (27.1 - 27.3)

Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence**Standard met?****3**

The Inspectors observed that throughout the school there was little evidence of a problem of the pupils having Onerous Demands. The tiredness of one keen swimmer had been identified and was being sympathetically monitored.

The Inspectors believe that boarders have enough free time each day and through out the week.

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	3
<p>The school is used within the holidays to accommodate groups of adults and children. The use of the college in holiday time is co-ordinated by those hiring the facilities.</p>		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
<p>The college undertake clear comprehensive risk assessments on high-risk activities and structures are in place to minimise accidents and incidents.</p> <p>The school organise activities under the supervision of trained professionals who instruct and teach the students. The college ensure and have on file paperwork from the Appropriate Registered Bodies.</p> <p>The school gains consent from the young people's parents and guardians. The consent forms were in place to be inspected as part of the organisation of such activities.</p> <p>There was evidence alongside the risk assessment that the college check that any facilities or centres used for activities have been licensed by the Adventure Activities Licensing Regulations.</p>		

Standard 30 (30.1 - 30.5) Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.		
Key Findings and Evidence	Standard met?	4
<p>Boarders have access to daily newspapers and television in individual houses.</p> <p>Supervision arrangements are in place for boarders leaving the school site according to age.</p> <p>The school encourages boarders to be involved in many local community activities and the inspectors noted this to be of a good standard. Examples include voluntary work in day centres, care homes, and assisting local school children visiting the school's farm.</p>		

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence

Standard met?

3

Through discussion groups with students, interviews with staff, student survey and observation the Inspection team were satisfied that staff supervising boarders outside of teaching time are sufficient in number and deployment for the age and needs of the students. This appeared satisfactory for both weekdays and weekends. The duty rota was provided to the Inspection team and showed in practice satisfactory levels of staffing were observed.

Inspectors were informed that there were always two members of staff on duty in each house, from amongst the Housemaster/Mistress, Tutor and Matron. All students spoken with were aware of how to contact a member of staff if needed either during weekdays or weekends. A mix of gender was apparent.

No adverse or negative reports were received from students or staff about staffing levels. One report of a Sixth Form student supervising two unruly younger students for a short period of time was received. The school will need to be mindful of not placing onerous demands upon the older students to supervise younger ones.

Standard 32 (32.1 - 32.5) Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.		
Key Findings and Evidence	Standard met?	4
<p>The college has in place Risk Assessment documentation covering a variety of activities which all showed that DfES minimum ratio standards were being met.</p> <p>All the Houses had a signing out procedure and regular checks were made to ensure that pupils had gone where they said they had gone. The Inspectors found that Gap Students were being used appropriately within the school. Staff and pupils confirmed this.</p> <p>Clear guidelines for the school and public transport were made available to pupils.</p>		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
<p>Within each boarding house one member of staff is available to the students on a nightly basis. The night duties are shared between the House Staff and Matrons who have designated flats/houses attached to the appropriate accommodation.</p> <p>The students have access to the staff through doorbells and phone contact.</p>		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
<p>The Staff Handbook contains job descriptions for all of those staff who may have boarding duties except Matrons. In discussing this issue with the Matrons the Inspection team concluded that there were discrepancies in whether all had job descriptions and whether those that did were accurate in respect of their duties. This was similarly the case in respect of induction training and guidance provided and other training opportunities provided. The school is therefore advised to ensure that all Matrons are issued with job descriptions and that they accurately reflect the duties and responsibilities required of them.</p> <p>Spouses/ partners of staff living on site appear to be clear in that all are employed in the school in one capacity or another. One spouse is not employed in the school however appropriate checks have been undertaken.</p> <p>Gap students receive an information package prior to arriving at the school that includes a job description and contract. All the Gap students had attended Boarding Schools Association training courses and two others had received induction training.</p>		

The use of reviews and appraisals appears to be inconsistent amongst staff. Academic staff receive a staff review however the Inspection team were informed that this paid only minimum attention to the pastoral and boarding duties. However the academic staff do meet with house staff on a regular basis to look at any pastoral issues. Matrons did not appear to receive any form of appraisal or performance review. The school is advised to formalise the process of review and appraisal for all staff, especially Matrons who play a key role in boarding houses.

Academic staff interviewed stated that they had opportunity to attend training courses as required and a central resource file was held for all courses that may be applicable.

Standard 35 (35.1 - 35.4)

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.

Key Findings and Evidence	Standard met?	3
<p>Lancing College has a Staff Handbook that is available for all staff, as well as a Non Teaching Staff Handbook. These are up to date documents. However as stated in Standard 3 there are discrepancies noted in these two documents. This will need to be rectified. A further gap is the inclusion of a staff disciplinary procedure that does not appear to be in the main Staff Handbook.</p> <p>On the whole the Handbooks are comprehensive, well set out documents that cover all the major areas of practice and provision in the school. Staff informed Inspectors that they are a regular source of reference.</p>		

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence	Standard met?	4
<p>Within the questionnaires and discussion groups the Inspectors found that an overwhelming majority of the students felt that there were cared for fairly and supported in their day to day lives at the college.</p> <p>The young people felt that generally they were treated with respect and listened to in a non-judgemental manner and dealt with in an appropriate way if having to receive sanctions. The Inspectors found that the students had not experienced situations of favouritism or antipathy.</p> <p>The Inspectors reviewed their time spent within the school and found overall there was a warm, professional relationship, built up over a long time, producing confident young men and women.</p>		

Standard 37 (37.1 - 37.2)

Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.

Key Findings and Evidence**Standard met?****3**

No adverse comments were received from students about staff intruding unnecessarily on boarders' privacy. Student survey highlighted that 28% of students felt that the privacy within the boarding houses was not adequate within the showering or toileting facilities and 72% of the students felt that privacy was adequate.

Staff do not supervise activities such as dressing/undressing, bathing or showering. Issues about the privacy of showers in respect of their physical condition were raised. However these will be detailed in Standard 44.

Standard 38 (38.1 - 38.10)

Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence**Standard met?****1**

Responsibility for appointment of non-teaching staff rests with the Bursar's department and responsibility for academic appointments rests with the Headmaster's office. Responsibility for undertaking all Criminal Records Bureau checks rests with the Bursar's department.

A selection of staff files were inspected from both the Bursar's department and the Headmaster's office. Files inspected from the Bursar's department contained some of the required checks as set out in this Standard. This included CV, references, written record of interview, CRB check and application form. Other matters were either inconsistent or missing. Examples are omissions in references for domestic staff, evidence of contact with previous employers, ID.

Files inspected from the Headmaster's office again highlighted inconsistencies and omissions. These tended to be evidence of academic qualifications, evidence of direct contact with last employer, written record of the interview process. As with some of the ancillary staff, those staff who have been employed by the school for many years did not have a CRB check, with some not having a Police or DfEE check. The school is advised to undertake CRB checks on all established members of staff as a priority.

The Bursar's department is in the process of compiling digital photographs of all staff on the site. Other discrepancies were found in respect of Gap students, peripatetic staff and nursing staff. It was unclear who actually held responsibility for undertaking appropriate recruitment checks for Gap students.

The Bursar's department felt it was the Headmaster's office and the Headmaster's office considered that it was the Bursar's department along with the two members of staff responsible for supervising Gap students.

Those two members of staff had incomplete information in respect of recruitment checks. Similarly with peripatetic staff one department felt it was the other's responsibility and gaps were noted in recruitment checks. In respect of nursing staff, both employed nurses had some checks completed and verification of their Nursing Medical Council status, however locum Nurses were being used at the point of the inspection. These Nurses had not provided any documentation to the school and no checks had been undertaken. Given the privileged position Nurses are placed in regarding the care and welfare of children this is a major shortfall and will need rectifying immediately.

Taxi company drivers are now CRB checked and the school only uses approved companies.

The school is advised to consider all of the criteria as set out in this Standard and introduce a robust recruitment process for all staff on the school campus in order to fully safeguard the children. The school is additionally advised to create a centralised system for ensuring appropriate staff recruitment checks are undertaken.

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence

Standard met?

3

The Inspection team was advised that the school has a strong maintenance team that includes carpenters, electricians and plumbers. These individuals should have completed appropriate recruitment checks as detailed in the previous Standard.

All visiting adults to boarding accommodation, such as external maintenance staff will be provided with a Visitors badge once they have signed in with the reception. They may not be supervised; however work will generally take place during lesson time and boarders should not be in their accommodation. However all major works and maintenance takes place during the school holiday periods and as such students' welfare is protected.

The Inspection team was informed that there are no adults on the school site that are not employed by the school.

PREMISES

The intended outcomes for the following set of standards are:

- **Boarders are provided with satisfactory accommodation.**
- **Boarders have their own accommodation, secure from public intrusion.**
- **Boarders have satisfactory sleeping accommodation.**
- **Boarders have satisfactory provision to study.**
- **Boarders have adequate private toilet and washing facilities.**
- **Boarders have satisfactory provision for changing by day.**
- **Boarders have access to a range of safe recreational areas.**
- **Boarders are protected from safety hazards.**
- **Boarders are suitably accommodated when ill.**
- **Boarders' clothing and bedding are adequately laundered.**
- **Boarders can obtain personal requisites while accommodated at school.**
- **The welfare of boarders placed in lodgings is safeguarded and promoted.**
- **The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.**

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

Key Findings and Evidence**Standard met?****2**

During the inspection process it became clear that there were significant differences within the boarding houses as referred to in Standard 10.

The girls boarding houses Field's, Manor and Handford had been maintained to a high standard offering the young women a comfortable, appropriate and clean living space.

Three of the boys' houses School, Gibbs and Sankeys also offered a good standard of provision for the boarders which is suitably appropriate to their needs.

Teme house maintained a general overall reasonable standard of provision, however the Pitt's corridor facilities did not reflect adequate living space with the rooms provided being very small with little room to study or relax. Bathroom facilities were poor on this corridor with the only shower provided was not in working order.

Second's house was generally unsatisfactory and the provision was poor in all areas. There were health and safety problems throughout the house, within the kitchens and bathrooms/shower facilities. Within Second's some of the health and safety issues related to the Matron's dog having access to all areas of the house. Again as within Teme house there is a corridor of rooms that are inadequate in size and have no showering or bathing facilities and only one toilet. The house had undergone some decoration that had brightened up some areas. However this did reflect on how poor other areas in the unit had been maintained.

The inspectors did observe that all the houses have and are undergoing some development in order to improve the provided boarding accommodation.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence**Standard met?****3**

The boarding houses are shared by day pupils and boarders, each of the houses has a key pad security device for gaining access to the buildings.

The college has in place both security lighting and CCTV on the outside of the buildings and tries to ensure that the main campus is protected. The school also has a system of on-going development to assess and up-grade the safety of the school. However the grounds of the school are vast and contain two public footpaths.

The school has a written policy on the Code of Contact that includes Access and Security this gives the staff guidelines such as always carrying their ID cards.

The college has a security manager who patrols the grounds in the evening and a firm of night security men who check on the school during the night.

Due to the historical features of the school and its famous chapel the school do allow visitors on to the site within the daytime. There are guidelines in place for this and visitors do need to contact the school or speak to the reception on arrival. The chapel is at the front of the college and no access is permitted elsewhere on the site unless it has been pre-arranged with the school.

Standard 42 (42.1 - 42.14)

Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.

Key Findings and Evidence**Standard met?****2**

Some of the information referred to with this standard relates directly to Standard 40.

The boarding houses vary in the provision given to the students regarding sleeping accommodation some of which was found to be small and some within large dorms that did appear crowded. Other provision was found to be more than adequate and of a high standard.

All of the sleeping accommodation for the young people can be personalised to their tastes and choices. The students can bring in and have personal items within their own space. The house staff select which students share each others dorms.

The boarders bring in their own bedding and each student has some form of storage. Again the provision is quite varied.

The staff accommodation is within the boarding houses but clearly separated.

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>The provision of study facilities is satisfactory. Each student has an individual space that is for their own use. This can range from the Pitts where the younger pupils all have an individual desk with storage, sharing a room with up to three students who also share a bedroom, to the oldest pupils who have their own desk within their bedroom.</p> <p>Again the provision does vary from house to house as to the quality of the designated space.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	2
<p>The provision of bathrooms/ shower rooms and toilets again varies within each individual boarding house. The college is currently developing the toilet and washing facilities throughout the school and the students spoke about appreciating the new provisions as the old showering units offered little privacy.</p> <p>Within Second's house there are several health and safety issues: one shower room during the inspection had a hole in the window where the fan had been, damp over one wall, plants growing into the shower room, inadequate curtains and the most basic of facilities.</p> <p>The toilet areas within this house have old lino flooring that has a constant unpleasant odour. The house does have a bathroom that is not used by the students. This could be due to choice but the bath would not be usable.</p> <p>In discussions with both the gap students and pupils it became apparent that a gap student was sharing the washing facilities with the sixth form students in Handford House.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>The students are able to access their boarding houses within the day and use the individual house to change and shower in.</p> <p>The school does have changing rooms for visiting teams and within the Pavilion, Cherry Hall and Swimming Pool area.</p>		

Standard 46 (46.1 - 46.6)

Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

Key Findings and Evidence**Standard met?****3**

The college is set with large grounds that have been developed to offer the students a wide range of outdoors activities including a small farm.

Within the boarding houses there are common rooms and also the sleeping accommodation. The school also has other space for the students such as the sixth form bar and the library.

The students are given a map and spoken to when they first arrive to explain the boundaries of the school grounds. The boarding houses also run a system of checking in and out including having set runs for the students that jog and timings for each course.

Boarders do have access to the staff accommodation on a group and one to one basis for the purpose of tutorials and social events. There is a policy/ procedure to offer guidelines for such occasions. The written policy includes explanations as to why, or in what situations it would be appropriate for students to enter staff accommodation. Clear risk assessments need to be in place to look at the possible issues related to the above scenario.

Standard 47 (47.1 - 47.9)

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

Key Findings and Evidence**Standard met?****2**

The boarding houses are free from hazards and all electrical appliances are checked both belonging to the school and students. The checks are undertaken each term.

The college had a recent inspection from the Health and Safety Association that highlighted the need for the school to replace some of the existing glass with safety glass. The inspectors also observed that currently some of the window restrictors are broken or are missing.

The college has in place a system of several different areas of risk assessments. These are comprehensive documents but do need to be reviewed and updated. All facilities and areas of the school do currently have some form of assessment.

The school has in place a Health and Safety policy covering such areas as Management and Supervision, Health and Safety Committee, First Aid and Accident Reporting, Emergency Procedures and the Code of Safe Conduct.

The students are supervised during any high- risk activity or activities undertaken within the classroom.

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>Suitable accommodation is available in the medical centre for ill pupils away from other boarders. The provision of isolation rooms is made with the provision of separate toilet and washing facilities nearby.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	4
<p>The Matrons and their teams in each boarding house arrange for the collection of dirty laundry and the repair and distribution of clean laundry very efficiently. Bedding is changed once a fortnight and more frequently if necessary.</p> <p>Each house is provided with washing machines and dryers. All boarders have their washing done for them including sixth formers. Clothes are returned in many cases the same day. There was no negative feedback from boarders regarding the laundry provision. Older boarders can use the facilities themselves if they wish.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>The School Shop and "Grubber" are open nearly everyday for tuck and personal items. Boarders stated they can get stationery items from staff in the school or at local shops on the weekends.</p>		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
<p>This standard is not applicable to the college.</p>		

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence**Standard met?****4**

The college run regular trips abroad to various destinations such as Germany, Spain, and Malawi. The trips have been undertaken before and the school and staff have previous knowledge of the living accommodation.

Whilst abroad supervision of the students is very closely monitored. The provision in Malawi and the appropriate risk assessment was a model of clarity and good practice. The planning and assessments of these trips minimised unsupervised access to pupils.

Contact with Staff abroad was on a daily basis, augmented by mobile phone contact.

The suitability of accommodation, had, as far as was possible, been checked either by members of staff or their representatives. When reviewing the assessments undertaken on each trip the following information had been established. The Short Stay Accommodation met standards of bed, bedding etc appropriate to the country involved. Care had been taken to provide adequate insurance and medical care. A home contact had been established in the event of emergencies and there is a clear crisis management plan.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor** _____ **Signature** _____**Date** _____**Lead Inspector** Ms Gaynor Moorey **Signature** _____**Second Inspector** _____ **Signature** _____**Regulation Manager** Mrs Judith Chandler **Signature** _____**Date** 1st February 2005

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 29th September 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

☐

Comments were received from the Head

☐

Head's comments/factual amendments were incorporated into the final inspection report

☐

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

☐

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 28th February 2005 , which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

☐

Action plan was received at the point of publication

☐

Action plan covers all the recommended actions in a timely fashion

☐

Action plan did not cover all the recommended actions and required further discussion

☐

Head has declined to provide an action plan

☐

Other: <enter details here>

☐

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of Lancing College confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature

Designation

Date _____

Or

**D.3.2 I _____ of Lancing College
am unable to confirm that the contents of this report are a fair and accurate
representation of the facts relating to the inspection conducted on the above
date(s) for the following reasons:**

--

Print Name _____

Signature _____

Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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