



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report  
For Schools with Residential Provision**

**Worksop College**

**November 2022**

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## School's Details

<b>School</b>	Worksop College			
<b>DfE number</b>	891/6001			
<b>Registered charity number</b>	1103326			
<b>Address</b>	Worksop College Cuthbert's Avenue Worksop Nottinghamshire S30 8AP			
<b>Telephone number</b>	01909 537127			
<b>Email address</b>	headmaster@wsnl.co.uk			
<b>Headmaster</b>	Dr John Price			
<b>Chair of governors</b>	Mr Jason Barnsdale			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	679			
	<b>Day pupils</b>	610	<b>Boarders</b>	69
	<b>EYFS</b>	68	<b>Juniors</b>	162
	<b>Seniors</b>	342	<b>Sixth Form</b>	107
<b>Inspection dates</b>	29 November to 1 December 2022			

## 1. Background Information

### About the school

- 1.1 Worksop College is a day and boarding school. Pupils aged 11 to 18 years are educated in Worksop College. Younger pupils occupy Ranby House School on a separate site, around six miles away. Pupils may board from the age of seven, with boarding accommodation provided on both campuses. Directors of Woodard Schools (Nottinghamshire) Limited, a subsidiary of the Woodard Corporation, exercise oversight and governance of both schools.
- 1.2 Since the previous inspection, the school has extended the age range of its early years provision to include two-year olds. A new headteacher of Ranby House was appointed in 2018, a new headmaster at Worksop College in 2019, and a new chair of governors in 2022.
- 1.3 A nursery operates on the Ranby House site for children aged from 3 to 23 months, but it is not owned or operated by the school. It is separately registered, so did not form part of this inspection.

### What the school seeks to do

- 1.4 The school aims to provide a happy, caring, family environment in which all pupils have opportunities to discover their talent, develop their confidence and realise their potential, so they leave as well-rounded individuals with the skills to be successful in life beyond the college.

### About the pupils

- 1.5 Pupils come from a range of professional backgrounds, from families living in the surrounding area, and from around the world. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average in relation to those taking similar tests nationally. The school has identified 139 pupils as having special educational needs and/or disabilities (SEND), mainly dyslexia and dyspraxia. One pupil has an education, health and care plan, and 50 pupils have English as an additional language (EAL), all of whom receive additional specialist help. Data used by the school have identified 65 pupils as being the more able in the school's population. The curriculum is modified for them, and for 35 other pupils because of their special talents in sport.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools, Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### PART 1 – Quality of education provided

- 2.2 In Ranby House, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In Worksop College, the school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in Ranby House and relationships and sex education in Worksop College, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

## **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

## **PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 and 23 are met.**

## **PART 6 – Provision of information**

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

## **PART 7 – Manner in which complaints are handled**

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

## **PART 8 – Quality of leadership in and management of schools**

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils make good progress in Ranby House from their starting points and achieve examination results at Worksop College which are at or above national levels at GCSE and A level.
- Pupils are articulate communicators who speak with confidence and listen carefully to teachers and their classmates.
- Pupils at Worksop College achieve to a high standard, and with considerable success, in an extensive range of sporting, musical, artistic and creative competitions and activities.
- Pupils are proficient users of information and communications technology (ICT) and apply these skills well in a range of subjects.

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

- Pupils demonstrate a mature respect for different lifestyles and cultures; they celebrate differences between people within a harmonious community.
- Pupils display excellent social development; they work and socialise together extremely well in most lessons, in co-curricular activities and in their houses.
- Pupils are keen to help others, both inside and outside the school, and they succeed in the many opportunities to carry out leadership roles.
- Pupils have a comprehensive understanding of how to stay physically and mentally healthy; they make wise decisions about diet, exercise and lifestyle choices.
- Pupils demonstrate excellent decision-making skills, especially in relation to their participation in co-curricular activities.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Ensure that pupils of all abilities and ages make rapid progress in all lessons, tackling tasks which fully engage their interest, and are appropriately challenging.
- Ensure pupils in all lessons and all subjects develop their thinking and study skills and take leadership in directing their own learning, so they can achieve their full potential.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils achieve good academic standards across the school, which is evidence of school leaders' success in ensuring that the school meets its aims. The majority of children in the EYFS meet the early learning goals by the end of their reception year. Standardised tests and the school's own assessment processes show that pupils make good progress in Ranby House from their starting points, reaching levels of attainment which are slightly above national average levels by the time they transfer to Worksop College. Here pupils' rate of progress continues, so they achieve good examination results. Over the past four years, pupils have achieved results in GCSE examinations which are above national levels. In 2022, four-tenths of GCSE results were at the highest levels 7 to 9, with over nine-tenths being at level 4 or better. At A level over the past four years, pupils' results have been broadly at national levels. In 2022, one third of pupils achieved the highest A\* or A grades, with over eight-tenths of pupils achieving grades A\* to C. As a result, pupils are well prepared for the next stage of their education. Most go on to university, with the large majority achieving admission to the university of their choice, including to the most competitive institutions. Data provided by the school show that pupils with SEND generally achieve well, because the school effectively identifies pupils with learning needs, and supports them well. The overwhelming majority of parents expressed their satisfaction at the progress their child is making, and almost all parents of boarders who responded to the pre-inspection questionnaire feel the boarding experience has helped their child's progress. Inspection evidence supports these views.
- 3.6 Pupils achieve to a high standard in an extensive range of sporting, musical, artistic, creative and academic competitions because school leaders ensure that success in all areas of endeavour are valued equally. Pupils from Worksop College are highly successful in a variety of sports: until recently, the captains of both the England men's cricket and hockey teams were former pupils. In hockey, three former pupils competed for Great Britain in the 2020 Olympics, and several school hockey teams recently reached regional and national finals, with one team being national champions for their age. In cricket, over twenty pupils represent various counties and regions at many age groups. Pupils have achieved individual or team success at regional and national levels in swimming, cross-country running, golf, football and rugby. Pupils are notably successful in music. Many pupils achieve well in music grade examinations on a variety of musical instruments, and pupils have been highly successful in music competitions against other independent schools. Pupils regularly progress to prestigious national musical institutions. Pupils achieve success in academic essay competitions run by prestigious universities. A high number of pupils achieve well in The Duke of Edinburgh's Award, including the gold award, and there is a high level of participation and achievement in the school's Combined Cadet Force (CCF). Boarders told inspectors that boarding helps them to be organised with their time, and gives them access to campus sports and music facilities in the evenings and weekends, which helps to improve their standards.
- 3.7 Pupils develop good communication skills. They grow up to be confident and articulate speakers because of the many opportunities they are given to develop their public speaking skills, and because of the respect with which their views are listened to by teachers and other pupils. For example, pupils in a GCSE French lesson spoke the language in front of their classmates without embarrassment, including apologising, in French, if they were late for a lesson. Pupils in Year 7 showed highly developed listening skills in a geography lesson when discussing climate graphs. Pupils' written skills develop well. In an English lesson, pupils in Year 1 displayed a mature range of vocabulary in writing a letter about an alien, and an understanding of when to use synonyms. Older pupils learn to write with accuracy and precision. This is evident in pupils' written work across a range of subjects.
- 3.8 Pupils are confident in using many common ICT applications and are taught core skills well. In an ICT lesson, for example, pupils in Year 3 showed competent ICT skills while developing a storyboard using a word-processing application. They used different styles of text, colours and the spell check function. Older pupils in Year 8 showed a well-developed knowledge of bitmaps and vectors to create digital

art, skilfully manipulating images to create digital landscapes. Pupils in Worksop College apply these ICT skills well in a range of subjects. Year 9 pupils were confident users of a digital note-taking application in a mathematics lesson, and they developed their mathematical skills well by accessing interactive mathematical websites. Pupils in a sixth form business studies lesson showed good ICT skills enabling them to quickly put together a well-designed press release for a local business.

- 3.9 The development of pupils' knowledge, skills and understanding is generally good in subjects across the curriculum. In the questionnaire, the very large majority of pupils agreed that their skills and knowledge improve in most lessons, and that teachers know how to help them learn. Their detailed recall of prior learning was seen, for example, in a sixth-form physical education lesson in which pupils could draw accurate diagrams of human skeletons, then annotated their diagrams with the names of key bones and structures, recalling learning from a month previously. Younger pupils in Year 3 made similarly good progress in a religious studies lesson on Mary and Joseph's journey to Bethlehem. They drew well upon their geographical knowledge, and their understanding of how to stay safe in a hot environment. Pupils learn and use subject-specific terminology with confidence. Pupils in a GCSE English lesson, for example, showed an excellent knowledge of form and structure in poetry, correctly identifying regular form, quatrains and rhyming structure, including couplets. In a small minority of lessons, pupils' skills develop less quickly, when the tasks set by teachers are not challenging enough to make pupils think hard.
- 3.10 Pupils are competent mathematicians, who are comfortable in applying their numerical knowledge to other areas of the curriculum. Numerical skills are learned effectively at an early age. In a mathematics lesson, for example, Reception-aged pupils enjoyed a lesson on counting to eight because the teacher made the lesson fun, with pupils counting how many beads dropped into a bucket, and listening to how many times the teacher clapped her hands. In Year 6, pupils made rapid progress in a lesson on reflecting graphs in the x and y axes. These good skills help pupils' learning in other subjects. In a GCSE physics lesson, for example, pupils used their numeracy skills well to calculate the momentum of moving objects. In a sixth-form chemistry lesson, pupils could apply Avogadro's constant and the principles of volume to estimate the number of molecules of nitrogen there were in the school's Great Hall.
- 3.11 The majority of pupils develop good study skills. In Ranby House, pupils told inspectors that in their English books, they have a thinking side and a writing side on a double page, so they can make notes and jottings; this helps them to think hard before they start to write. Some pupils in Ranby House would benefit from clearer guidance on research and analysis skills, to enable their project work to move beyond the level where information is merely lifted from a number of sources. In Worksop College, in a classics lesson, pupils in Year 8 were able to work independently on decorating a classical Greek vase, but few drew upon wider sources, or were able to hypothesise why such vases have a certain appearance. Pupils in GCSE classes told inspectors that they value lessons which result in their recording an accurate set of notes from which they can revise for public examinations. Inspectors noted a number of lessons in which there were few opportunities for pupils to think for themselves at a high level, or to work independently to solve problems, in order to achieve a deeper understanding of the subject matter.
- 3.12 Pupils enjoy working together, and most do so effectively when they are given the opportunity. Pupils from the Nursery up to Year 2 rehearsed and performed their Christmas play together with exuberance and confidence. The house structure contributes a great deal to pupils' positive attitudes. For example, older pupils displayed great enthusiasm as they gathered together in their houses for morning registration. Their attitudes were highly constructive in the range of games and co-curricular activities observed by inspectors, with many examples evident of initiative, independence and leadership. These positive attitudes were evident, too, in many lessons. Pupils in Year 8, in a computer science lesson using graphic design software to produce Christmas cards, showed perseverance and determination in overcoming initial difficulties. However, in the small number of lessons when

teaching did not engage pupils' interest, or was insufficiently challenging, some pupils were observed becoming distracted and less engaged with tasks.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are strong in their support for different cultures and show a natural respect for diversity. They are quick to react against any form of racism or abuse, and show a healthy curiosity when developing their understanding of other faiths and cultures. In discussion with inspectors, younger pupils were emphatic about the need to treat everyone with kindness and consideration. Pupils in the Year 8 boarding house showed great respect for the views of Muslim pupils about the celebration and meaning of Christmas, and in turn, Muslim pupils were highly respectful of Christian beliefs. Pupils in a Year 11 English lesson, studying the poem *Half Caste* by John Agard, showed sensitivity and maturity in explaining why the title of the poem was derogatory. School leaders have effectively promoted pupils' views in this respect. Pupils told inspectors of their pride in their participation in the school's Equality, Diversity and Inclusion group because it raises issues, promotes key events and ensures all pupils can be heard, and valued for who they are. Almost all parents in the questionnaires agreed that the school actively promotes values of democracy, respect and tolerance of other people. Boarders told inspectors that since they come from a number of different nationalities and cultural backgrounds, pupils become used to living and working alongside people who are different.
- 3.15 Pupils display excellent collaborative skills. They work and socialise together extremely well in most lessons, in co-curricular activities and in their houses. Pupils work calmly with others when, for example, tidying away at the end of a lesson, and many speak about the need for effective cooperation, both in lessons and in the wider school community, in order to achieve common goals. Pupils' membership of houses is an important contributory factor to this positive social development. In one house assembly, for example, pupils showed strong collaborative skills in producing a house song and dance for Christmas. They encouraged each other and confidently expressed themselves without fear of judgement. Pupils told inspectors they have many opportunities for collaboration, for example in house sports and activities, in the work of the school council or working as a team to raise money for charity. In a Year 6 music lesson, pupils co-operated successfully to create group rhythms and were prepared to negotiate the different roles within the group. In a Year 7 English lesson, pupils worked together very effectively to work out how to gather together all the articles for the class magazine that they have been working on. In questionnaires, the very large majority of parents agreed that the school equips their child with the team working, collaborative and research skills they need in later life.
- 3.16 Pupils make an excellent contribution to the lives of others both in the school and in the wider community. Younger pupils were proud to sing with the school choir at a Christmas charity event at a local abbey. School leaders have ensured that the house system enables all pupils to make a contribution to the school community. Older pupils are highly active, through the house system, in initiating and running many charitable events, or volunteering in school and the local community. Pupils spoke with particular pride of their recent voluntary work, carried out at weekends, to refurbish a public garden area in a nearby village; and of their project to refurbish the school's well-being centre. Pupils are keen to help others in school, and they succeed in the many opportunities to carry out leadership roles, such as acting as a house prefect, a house captain, a member of the school council, a peer listener, or as a mentor or sports coach for younger pupils. The boarding experience makes a valuable contribution in developing these qualities. One boarder, speaking for many, told inspectors that in the house they are all there to support one another.
- 3.17 Pupils demonstrate excellent decision-making skills, especially in relation to their participation in co-curricular activities. As they progress through the school, pupils show an excellent capacity to make choices about their programmes of work and of co-curricular activity. The voluntary nature of these

activities means that, sometimes, pupils have to rationalise and focus their programmes. As they get older, their decisions are increasingly made independently of parents: for example, whether to come into school on Saturday mornings to take part in activities. In lessons, the youngest pupils choose their own tasks and activities successfully in the EYFS. Pupils in Year 6 told inspectors they make decisions about how they will tackle prep tasks. Boarders learn to make many lifestyle choices highly effectively, including decisions about the management of their time.

- 3.18 Pupils' behaviour is excellent around the school, and in the vast majority of lessons. Staff are consistent in their high expectations of pupils, who consequently take responsibility for their own behaviour. Pupils in Year 9 told inspectors they simply know how they should behave. Younger pupils display a clear sense of right and wrong, and those in Year 4 described with clarity the school's core values and why they are important. In Ranby House, older pupils enjoy the responsibility of befriending and looking after the youngest pupils. In Worksop College, pupils are polite and helpful in lunch queues, the dining hall and in common rooms. They hold doors open for each other unprompted, and older pupils go out of their way to help younger ones, acting as excellent role models. In co-curricular activities, older pupils training for football and cricket showed an excellent awareness of the need to set a good example for younger pupils who were training nearby. Pupils' conversations displayed their mature sense of ethics and morality, and their keen sense of fairness.
- 3.19 Pupils are self-confident, with a well-developed understanding of their strengths and weaknesses, and they possess high levels of self-esteem. In questionnaires, the very large majority of parents agreed that the school helps their child to be confident and independent. Inspection evidence confirms that pupils develop these qualities successfully. Pupils told inspectors about how their confidence had grown as a result of playing the piano in a concert, or through participation in the CCF. The school's house structure also helps in this respect. In house registration periods, pupil leaders spoke with confidence to other pupils, in one house by leading house events, in another by sharing their family's Christmas traditions. Older pupils in activities, for example those in the girls' football academy, in indoor cricket nets, and the first XV rugby team, all showed excellent self-awareness in knowing their weaknesses, and what they need to do to improve. Pupils in both Ranby House and Worksop College are clear too, on how to improve their academic work, because teachers' marking and feedback is helpful, and is frequently discussed with pupils' tutors in Worksop College. Pupils in Year 6, for example, displayed excellent self-awareness when working together to discuss the effectiveness of their own descriptive writing, and how it might be improved.
- 3.20 Pupils display an excellent understanding of the non-material aspects of life. They told inspectors how they experience this through their appreciation of the beautiful surroundings in which they live and work, and through their time spent in reflection in chapel, and their enjoyment there of choral music. Older pupils told inspectors that they value the well-being centre, which they visit to meditate and reflect as a break from the routine of a busy school day. Younger pupils told inspectors of their enjoyment of after-school enrichment activities such as mindfulness and yoga. Across the school, pupils said they appreciate the numerous high-quality examples of pupils' art work, which are prominently displayed; and musical performances which help them think beyond their normal school lives. In Worksop College, as part of their strong link with the armed forces, pupils are proud to celebrate former pupils of the school who served and lost their lives in war. Boarders told inspectors they appreciate the peace and tranquillity of the school campus at weekends.
- 3.21 Pupils show a strong understanding of how to maintain a healthy lifestyle, both physically and mentally. They choose their meals wisely from a variety of salads and healthy options and pupils in Ranby House were keen to explain to inspectors the need to balance vegetables, proteins and carbohydrates, and could accurately identify each food group. There is a strong focus on well-being in Worksop College, and this is taught as part the personal, social and health education curriculum. As a result, pupils have a clear understanding of how to maintain positive mental health, and have no hesitation in seeking help if it is needed. Pupils take full advantage of the opportunities they have to participate in a variety of sports, many at a high level, and understand the importance of good

nutrition in maintaining peak performance. Almost all pupils in questionnaires agreed they know how to stay safe online, because this is taught across the curriculum. Boarders told inspectors that online safety is emphasised strongly in boarding time when the pupils may have use of their tablet computers and mobile phones for limited periods. Overall, pupils told inspectors they feel very safe in school.

#### 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings, chapel and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

#### Inspectors

Mr Michael Phipps	Reporting inspector
Mr Roger Tapping	Assistant reporting inspector
Mr Jeffrey Shaw	Compliance team inspector (Headmaster, ISA school)
Mrs Rosemary Chapman	Team inspector (Teaching consultant, HMC school)
Mr Nigel Lashbrook	Team inspector (Former headmaster, HMC school)
Mrs Rebecca Robertson	Team inspector (Former deputy headteacher, IAPS school)
Mr Julius Sidwell	Team inspector (Vice principal, HMC school)
Mr Grant Whitaker	Team inspector (Former director of studies, IAPS school)
Mrs Karen Pickles	Team inspector for boarding (Director of education, GSA school)
Mr Nigel Willetts	Team inspector for boarding (Former deputy headmaster, HMC school)