



Independent Schools Inspectorate (ISI) Report

**All Standards Met and
Significant Strength Awarded**

A summary of the
full report published
November 2025





We have wonderful news to share!

I am absolutely delighted to share the findings of our latest ISI report, which fully reflect the unique character of our school. Not only have we met all of the extremely high standards we are held to by the inspectorate, but we have been hugely praised for every aspect of our educational provision.

Inspectors write about aspiration shining through in the classrooms of our very youngest pupils in EYFS all the way through to our sixth form groups at the top of the College. They complimented us for the rich educational experience we provide pupils as well as our culture of inclusivity, resilience and self-awareness. The inspectors also noted how our pupils benefit from warm and caring relationships with adults, helping them to feel valued and essential to the school community.

As well as this summary brochure, I encourage you to read the full report, which can be found on our website. Only by doing so will the truly exceptional nature of our report become apparent.

While ISI no longer provides single word judgements about schools, they do have the option of highlighting when a school has a ‘significant strength’. This recognition is only afforded to very few independent schools (only 1 in 10), and I am thrilled to say that we are included in that exclusive group. Please turn to the next page to find out more!

Thank you for your continued support in making Wycliffe College the uniquely supportive, inclusive and aspirational community I am so proud to lead.

Christian San José
Head of College and Senior School

Only 1 in 10 schools
are awarded a
**SIGNIFICANT
STRENGTH**

OVERVIEW

Significant Strength

At Wycliffe, we have a set of aims for our pupils. We want them to achieve their full academic, spiritual, physical and creative potential; behave with ‘unassuming confidence’, showing generosity of spirit and respect for others. We want them to cultivate social and environmental awareness; develop skills, self-knowledge and resilience; exhibit creativity, innovation and independence in their approach to learning and to life; and to feel happy and secure. These ambitions have been recognised by the ISI.

The ISI said...

Leaders uphold high aspirations for all pupils. They demonstrate a profound understanding of individual needs and foster an inclusive environment. The enrichment curriculum, which seamlessly integrates into the school day, benefits pupils of all ages and abilities. The wide-ranging experiences include the ‘discovery’ programme in the prep school and the ‘Wycliffe leadership and discovery (WYLD) programme in the senior school. These initiatives help develop essential skills, including leadership, collaboration, responsibility and communication. This, in turn, contributes to pupils’ self-knowledge, empathy and courtesy, which are particularly well developed. The individualised and supportive learning environment has a highly beneficial impact on pupils’ overall personal development and is a significant strength of the school.

SECTION	SECTION	SECTION	SECTION	SECTION
1	2	3	4	5
Leadership, Management, and Governance	Quality of Education, Training and Recreation	Physical and Mental Health and Emotional Wellbeing	Social and Economic Education and Contribution to Society	Safeguarding

“For over 140 years, Wycliffe College has provided pupils with a place to belong and a place to excel, and I am very pleased to see that philosophy reflected in the ISI report. To read comments from the inspection team which highlight the ‘rich educational experience’ and ‘personalised support’ show that the school is living up to its ethos every single day.”

Simon Lloyd, Chair of Trustees

SECTION

1

Leadership, Management, and Governance

Inspectors evaluate and report on the impact of leadership at all levels. Inspectors consider evidence about how leaders at all levels demonstrate good skills and knowledge appropriate to their role, and how they fulfil their responsibilities effectively.

The ISI said...

Trustees collaborate with school leaders to develop and review the strategic plan, ensuring alignment with the school’s aims and meeting the varied needs of pupils. Leaders’ plans result from well-considered self-evaluation, a reflective culture, and a commitment to providing high-quality education alongside the development of pupils’ emotional, physical and intellectual wellbeing.

Leaders communicate the school’s purpose and vision clearly. This encourages pupils to cultivate values such as curiosity, compassion, resilience and respect for others. The focus on nurturing academic progress and overall wellbeing is consistently reinforced and well-known among the school community. The cohesive leadership team prioritises a holistic education, contributing to an inclusive and harmonious environment.

ALL STANDARDS MET

SECTION

2

Quality of Education, Training and Recreation

Inspectors ensure effective implementation of appropriate plans, schemes of work, and programmes of activities that are appropriate to pupils' needs, so that all pupils have the opportunity to learn and make progress. Pupils' experience of the curriculum must take into account their age, aptitude and needs, including those with special educational needs and/or disabilities.

The ISI said...

Effective teaching and high-quality resources motivate pupils to learn and to achieve well. Teachers demonstrate good subject knowledge through well-planned lessons that cater to pupils' aptitudes, needs and prior attainment. They know their pupils well and apply a range of strategies, including effective questioning, to support learning. As a result, pupils engage in their learning, apply effort and act responsibly in lessons. Pupils know that mistakes are opportunities for learning, and prep school pupils receive encouragement to 'have a go'. These approaches help pupils develop resilience and take responsibility for their learning.

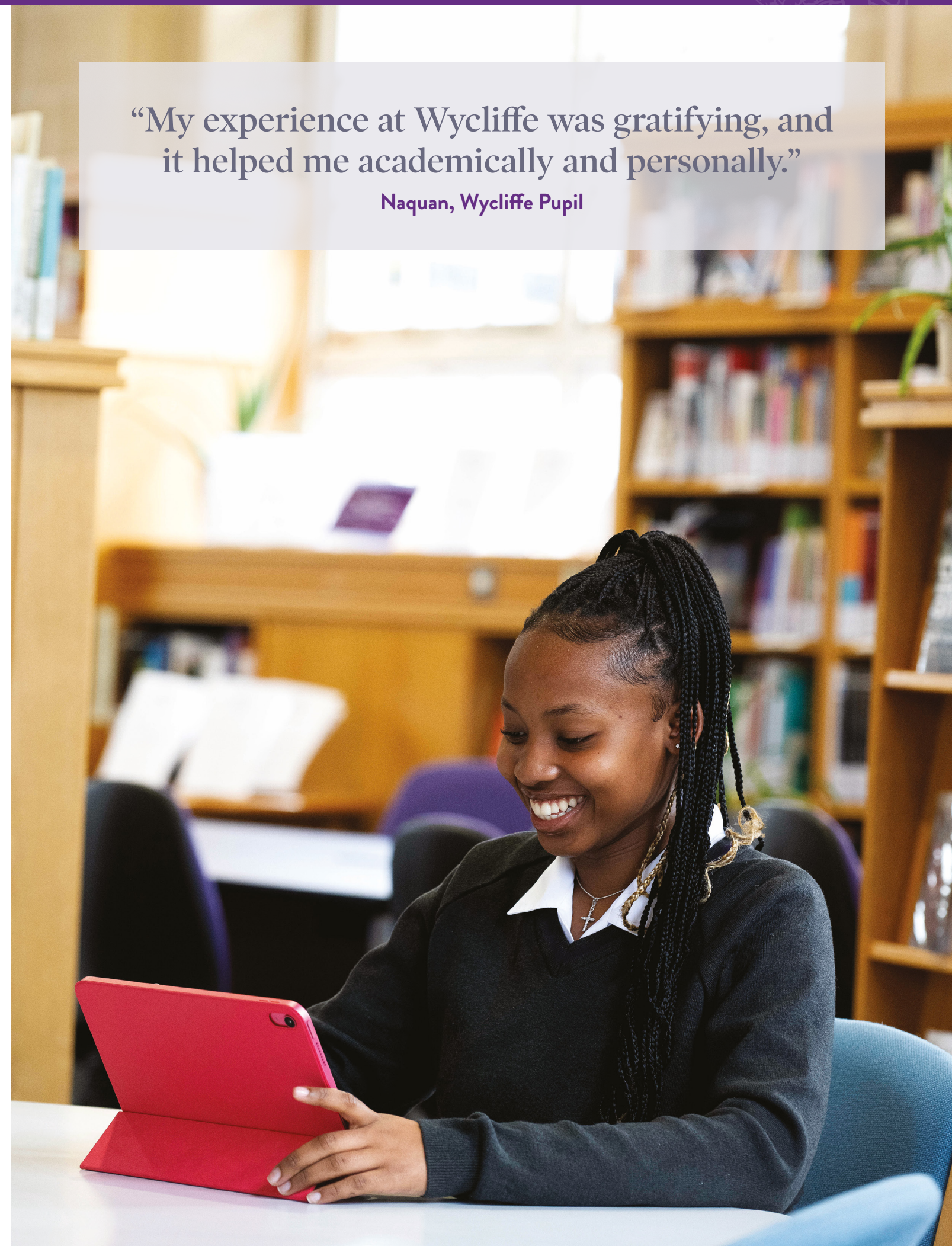
Well-trained staff quickly identify the individual needs of pupils. The curriculum and teaching promote positive values that contribute towards the school's inclusive culture.

An extensive programme of recreational activities encourages the effective development of a wide range of skills for pupils. The breadth of activities, including creative, cultural, sporting and academic opportunities, allows pupils to interact with various year groups and develop self-confidence.

ALL STANDARDS MET

“My experience at Wycliffe was gratifying, and it helped me academically and personally.”

Naquan, Wycliffe Pupil





“I have loved being able to interact with different people in my year and across the whole School in the various activities outside of the classroom, such as Hockey, Netball, Choir, CCF, as I have made so many friends, which I would never have without these activities.”

Naomi, Wycliffe Pupil



SECTION

3

Physical and Mental Health and Emotional Wellbeing

Inspectors look at how the school promotes physical health (PE, sport, healthy lifestyles) and mental & emotional wellbeing (pastoral care, support systems, resilience) of pupils. They look at how the school supports pupils who may struggle, how it fosters positive relationships between pupils and staff, and a healthy school culture.

The ISI said...

Pupils understand and recognise the differences and similarities among themselves and others, ensuring that these distinctions do not have an impact on how individuals are treated. The pupil-led diversity, equality and inclusion group plays a pivotal role in fostering values of inclusivity within the school community. Leaders emphasise mutual respect and valuing individuals, which promotes acceptance and enhances pupils' self-esteem and confidence.

Pupils learn to care for their physical and emotional health. They develop strategies to challenge discrimination, enhancing their understanding of differences.

Positive relationships between staff and boarders help create an inclusive environment, which benefits pupils' wellbeing and self-esteem. Leadership roles, such as head of house, build pupils' confidence and independence.

ALL STANDARDS MET

SECTION

4

Social and Economic Education and Contribution to Society

Inspectors evaluate how pupils are prepared for wider life: their social wellbeing (relationships, community, citizenship) and economic wellbeing (preparing for future, financial understanding, employment pathways). Schools should demonstrate how their ethos and opportunities prepare pupils to make a positive contribution to society, and how social and economic outcomes are considered in school planning.

The ISI said...

The well-planned curriculum enables pupils to learn about the society in which they live and the wider world. Pupils display a secure understanding of social, political and cultural aspects across subjects and recognise how the values of British society reflect universal principles of decency and justice.

Leaders foster an environment where pupils take responsibility for their behaviour. The restorative approach used by staff enables pupils to reflect on their behaviour, consider how their actions affect others and review how a different choice might have had better outcomes. As a result pupils learn the difference between right and wrong, linking this understanding with lessons and assemblies that help them develop their knowledge of rules and laws within a democratic society.

Leaders provide a range of opportunities for pupils to be involved in working with the local community and the wider world, including through a successful ‘make a difference day’. This enables the promotion of key skills for pupils, such as initiative, compassion and confidence, as they plan and engage in activities that support others.

ALL STANDARDS MET

SECTION

5

Safeguarding

Inspectors look at a school’s measures to safeguard and promote the welfare of pupils and promote the school’s effective working with other partnerships and agencies to safeguard pupils and protect them from harm, as well as how the school manages any incidents that do occur.

The ISI said...

Leaders foster a culture of listening to pupils by providing multiple channels for them to raise concerns, including an anonymous online tool. Pupils recognise and utilise the available channels, and gain confidence from the support they receive.



ALL STANDARDS MET

“A place where children can revel in their childhood and at the same time are given a foundation on which to build, question, challenge and endeavour.”

Good Schools Guide

Prep School and EYFS

Inspectors noted through their report the excellent provision at our Prep School and in our early years setting.

The ISI said...

Leaders in the early years provide a nurturing experience that focuses on the all-round development of children. The curriculum is designed to promote creativity and curiosity through a combination of teacher-led and child-led activities that focus on learning through play. Adults foster children’s enjoyment of learning, combined with the development of foundation skills in language, numeracy, and emotional development.

In the early years, effective teaching and an appropriate curriculum help children to develop independence and confidence in their learning. Staff connect activities to children’s interests to enhance engagement and help consolidate learning. Staff encourage creativity in children’s play and support language development by modelling vocabulary and asking probing, challenging questions.

A calm and purposeful atmosphere pervades in the early years setting. Consistent daily routines and staff who foster warm, nurturing relationships help children engage in their learning, demonstrating curiosity and independence. Well-resourced and structured activities, both in the classroom and outside, enhance children’s fine and gross motor skills to promote physical development.

Staff in the early years support children’s social development by encouraging them to listen to one another, share resources and take turns. A well-planned circle time programme provides children with the opportunity to talk about their feelings. This helps them understand the principles of right from wrong and how their actions may affect someone else.

ALL STANDARDS MET



“Weekends are great fun and, though Boarders are allowed out, there tends to be an inflow of Day pupils staying for special activities rather than a general exodus.”

Good Schools Guide



Boarding

Inspectors noted throughout their report the first-class boarding provision at both the Prep and Senior School.

The ISI said...

Staff work collaboratively as a cohesive team in each boarding house. Pupils benefit from warm and caring relationships with adults, which help to make them feel valued and essential to the school community. Boarders live harmoniously and receive support through well-established policies, routines and procedures.

Boarding leaders receive regular training and are knowledgeable about the requirements of the National Minimum Standards for boarding schools (NMS), which are consistently met. Leaders' commitment to creating a positive boarding atmosphere is evident in the warm, respectful relationships formed within the community.

Positive relationships between staff and boarders help create an inclusive environment, which benefits pupils' wellbeing and self-esteem. Leadership roles, such as head of house, build pupils' confidence and independence. The boarding accommodation provides a comfortable environment where pupils can personalise their individual spaces and securely store their valuables. They enjoy nutritious, well-balanced meals and have easy access to a variety of snacks. Boarders can reach out to staff members at any time, including during the night.

ALL STANDARDS MET



“Pupils are encouraged to take responsibility for their learning and appreciate the level of challenge put before them as a means to boost their self-confidence.”

ISI Inspection Team

Bold & Loyal
1882...

A full copy of the report can be found at

wycliffe.co.uk

Or by scanning the QR code

