

School inspection report

23 to 25 September 2025

Wycliffe College

Bath Road

Stonehouse

Gloucestershire

GL10 2AF

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. Leaders, including trustees, are experienced, knowledgeable and reflective. They share a clear vision for the school. Trustees oversee both the senior and prep schools, ensuring that leaders possess the necessary skills and knowledge to meet the Standards. Together, they systematically review the quality of different aspects of the provision. This information helps them identify priorities for improvement, with pupils' wellbeing at the core of any changes made.
2. The school's broad and balanced curriculum, combined with the interwoven enrichment programmes, offers pupils a rich educational experience. Leaders carefully design the curriculum to inspire pupils and develop subject knowledge successfully. Effective teaching and personalised support equip pupils with the tools and opportunities necessary to make good progress.
3. 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.
4. Leaders manage and oversee pupils' transitions between different year groups effectively. Careers guidance successfully prepares older pupils for their future careers. However, it does not provide pupils in Years 7 to 9 with a broad enough range of information to give them sufficient awareness of career options.
5. 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 foundational skills in language, numeracy, and emotional development.
6. A well-structured personal, social, health, and economic education (PSHE) curriculum, known as 'life skills', is implemented. This helps pupils to build confidence, resilience and self-awareness and emphasises the importance of positive health and wellbeing.
7. Leaders instil a safeguarding culture that gives staff a clear understanding that safeguarding is everyone's responsibility. The safeguarding team provides staff with up-to-date knowledge and information. The house system facilitates the prompt identification of pupils' individual needs, enabling targeted support to be provided within a close-knit and supportive environment.
8. 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.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- enhance the careers programme for pupils in Years 7 to 9 so that they are able to make more informed choices about their future.

Section 1: Leadership and management, and governance

9. Trustees routinely monitor the implementation of school policies and practices to ensure that the Standards are met. Those with specific responsibilities visit the school to assess the actions of leaders and ensure accountability in decision-making. They receive reports, commission external reviews and consult with pupils, staff and parents, both formally and informally. This approach enables them to know and understand the school well enough to provide informed oversight, support and appropriate challenge to senior leaders. This helps ensure leaders fulfil their responsibilities competently.
10. 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. For instance, leaders have recently enhanced the sixth-form enrichment programme.
11. 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.
12. The school meets its responsibilities under the Equality Act 2010. A suitable accessibility plan is implemented. This plan details specific actions to ensure pupils can access the curriculum and premises. Through resurfacing paths and installing lifts, leaders have created more accessible learning spaces. This has enabled a wider range of learners, including those with disabilities, to participate fully and engage effectively with lessons and activities.
13. Leaders engage collaboratively with various external agencies. This includes local safeguarding partners, as well as those dedicated to assisting pupils who have special educational needs and/or disabilities (SEND). This partnership enriches leaders' decision-making processes and guarantees a unified strategy to safeguard pupils' wellbeing.
14. Leaders maintain a strategic oversight of risk to identify and mitigate risks that promote pupils' wellbeing. They draft detailed risk assessments, which staff implement. Leaders ensure that the management of risk encompasses the needs of pupils and that their actions do not have unintended consequences.
15. The school makes all required information available to parents, primarily through the website. Staff keep parents well-informed about their child's progress and accomplishments through regular updates, parents' evenings, and detailed reports issued twice a year. Relevant information is provided to the local authority, including reporting on the use of funds for any pupils who have an education, health and care plan (EHC plan).
16. Leaders provide a suitable complaints procedure that enables parents to raise concerns informally as well as formally. Complaints are dealt with in a timely manner. Leaders maintain comprehensive

records of complaints received and subsequent actions taken, in accordance with the established complaints policy.

17. Leaders in the early years establish a suitably resourced learning environment and maintain appropriate staff-to-child ratios. Staff participate in regular supervision meetings, which help develop their skills. Staff regularly review children's progress to promote their overall wellbeing. Consequently, children receive care in an inclusive and enabling environment.
18. 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.

The extent to which the school meets Standards relating to leadership and management, and governance

- 19. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

20. Leaders implement a well-sequenced, age-appropriate and ambitious curriculum. Teachers plan the coverage of the curriculum methodically, tailoring it to reflect the varied learning profiles and needs of pupils. The curriculum enables pupils to develop their knowledge and understanding across a wide range of subjects and includes a timetabled enrichment programme. Pupils benefit from this rich learning experience. They make good progress and typically do well in public examinations.
21. Topics within the enrichment curriculum develop pupils' curiosity and essential skills such as teamwork, self-discipline and communication. In the prep school, staff teach skills through the 'discovery' programme which includes learning different musical instruments and exploring global connections. In the senior school, there is a focus on leadership and problem-solving. For example, the 'WYLD' programme for Year 9 includes a first aid course, participation in The Duke of Edinburgh's Award scheme (DofE) and learning advanced map-reading skills. By the sixth form, the enrichment programme enables pupils to develop broader skills alongside their A levels. Pupils can develop independent research skills through the Extended Project Qualification (EPQ), build entrepreneurial experience with Young Enterprise, or explore creative and academic interests in areas such as media studies or geology.
22. Lessons in the creative arts form an integral part of the curriculum. Pupils enhance their learning in areas such as art, drama, film and music, where successful teaching makes effective use of resources, enabling pupils to achieve high standards. Pupils develop verbal and written communication and linguistic skills, which build their confidence and ability to share ideas freely.
23. 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.
24. 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.
25. Leaders establish a robust assessment framework to monitor pupils' progress and provide tailored support based on individual needs. They analyse data carefully to inform changes in the curriculum and adjustments in teaching methods at both subject and school-wide levels. Leaders share progress towards goals with both pupils and parents. Pupils successfully reflect on their learning. Techniques such as written feedback, which includes 'dedicated improvement and reflection time', known as 'DIRT', and colour-coding in marking help pupils identify areas for improvement and enhance their learning further.
26. Leaders provide a carefully structured curriculum and programme of support for pupils who speak English as an additional language (EAL). Specialist teachers develop pupils' skills in English. They also

offer appropriate pastoral support when required. As a result, pupils who speak EAL make good progress in their fluency in English.

27. 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. The well-embedded provision for pupils who have SEND ensures that structured, personalised support enables them to develop independence and participate confidently in their lessons. These strategies include using specialised resources to improve concentration and, when required, support from external professionals.
28. 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. Additionally, specific skills learnt through clubs such as cookery, beekeeping and Combined Cadet Force (CCF) engage pupils' interests and contribute to their growth. Boarders have sufficient free time, and a wide range of activities are organised using the school grounds and facilities. This supports their interests, helps them develop their independence and creates supportive relationships with other boarders.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 29. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

30. 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.
31. Leaders support pupils' spiritual and moral growth by organising a range of visits, including to various places of worship and facilitating in-depth conversations within the well-planned religious studies curriculum. Pupils engage in complex discussions, like those focusing on Aquinas and the cardinal virtues. These opportunities cultivate a deeper self-awareness and enhance the pupils' capacity to confront ethical dilemmas thoughtfully. Additionally, assemblies, including those in the chapel, serve as integral parts of school life. These times enable pupils to reflect on their own values and religious beliefs and consider the values and beliefs of others.
32. Pupils have numerous opportunities to develop their physical wellbeing through physical education (PE) and games lessons, as well as a range of enrichment activities that include rowing, rifle shooting and pilates. The PE curriculum promotes teamwork skills and encourages pupils to reflect on the links between physical and mental wellbeing. Pupils achieve highly across a range of sports.
33. The 'life skills' and relationships and sex education (RSE) curriculum are age-appropriate and effective. Pupils learn to care for their physical and emotional health. They develop strategies to challenge discrimination, enhancing their understanding of differences. RSE covers essential topics like consent, puberty and reproduction at suitable ages, emphasising mutual respect in healthy relationships. Leaders regularly review the programme's effectiveness by consulting with parents and gathering feedback from pupils, ensuring the curriculum remains relevant and supports ongoing progress.
34. Leaders have recently updated the behaviour policy to align with pupils' needs and establish clear expectations. The consistent approach ensures they typically behave well. Staff implement strategies which promote positive social interaction and help pupils manage their emotions. Teachers handle incidents with a focus on learning from mistakes and using restorative approaches.
35. An effective anti-bullying strategy is in place. Leaders adopt a proactive approach, ensuring that 'life skills' lessons provide opportunities for pupils to understand the different forms of bullying and reflect on what it might feel like to be bullied. Incidents are rare; however, staff address them quickly, and records are maintained to identify and resolve any patterns.
36. A calm and purposeful atmosphere pervades 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.

37. Leaders apply systematic procedures to ensure that the premises and accommodation remain well maintained and that safety is promoted. They undertake regular checks of buildings and equipment. Detailed records are logged and leaders adopt a reflective stance when reviewing their procedures and actions.
38. Pupils, including boarders, enjoy well-supervised environments to promote their safety. Teachers are readily available to support pupils during breaktimes. This fosters positivity and inclusivity among pupils across the school.
39. Leaders implement well-maintained admission and attendance registers. They track attendance and provide timely support when concerns arise about attendance. The local authority is informed when pupils join or leave the school at non-standard transition points.
40. Leaders comply with fire safety regulations to ensure that equipment undergoes regular servicing and remains in working order. Signage for fire exits and evacuation procedures are clear. Leaders manage fire risk assessments proactively by following recommendations, such as relocating fire blankets and adjusting fire doors as required.
41. Leaders provide suitable provision for pupils' medical needs. A dedicated health centre and a sufficient number of staff trained in first aid, including paediatric first aid, meet pupils' needs. Pupils know how to access help when they are unwell or injured, including during boarding times.
42. 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.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 43. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

44. Economic education is integrated throughout the curriculum. This starts with children in the early years, who use coins to 'purchase' items from a role-play shop. Pupils develop their economic understanding through the 'life skills' curriculum, which covers topics such as financial risk and taxation. They build financial awareness through timetabled enrichment lessons. For instance, pupils in Year 6 collaboratively launch a start-up business as part of the 'discovery' programme, gaining valuable skills in budgeting and profit and loss.
45. Leaders prioritise mutual respect and inclusivity, modelled daily by staff and older pupils. This commitment permeates the curriculum and school life, including the boarding provision. Pupils lead assemblies and regularly address issues of discrimination. Participation in programmes such as the Model United Nations enhances pupils' diplomatic skills, leadership abilities and understanding of diverse perspectives. Pupils learn about the rights and freedoms of every individual, regardless of background, and recognise the harms of prejudice and discrimination. This results in a positive learning environment where pupils display a quiet self-assuredness and are prepared for interactions in British society.
46. 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. Focused events, such as the 'annual international fair', broaden their understanding of diverse cultures and societies. Additionally, their participation in global educational partnerships with other schools promotes tolerance for other cultures and nationalities.
47. The careers programme is generally well planned and implemented. Pupils build career portfolios and receive education through tutor sessions and 'life skills' lessons, which include practical experiences such as presentations and mock interviews. Events such as a 'futures fair' and talks from visiting professionals expose pupils to diverse career paths. Older pupils have access to online platforms as well as personalised guidance and individual support, which enables them to make informed decisions regarding their life after school. However, the scope of information provided to pupils in Years 7 to 9 does not match the comprehensive information available to older pupils. This results in some gaps in their knowledge for informed future choices.
48. 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 to develop their knowledge of rules and laws within a democratic society. Pupils engage with themes such as global issues and the impact of extremism and populism. Class discussions, about complex topics, encourage pupils to think critically and address moral considerations of such events. A trip to a local crown court for a mock trial provides a practical opportunity to deepen their understanding of the criminal justice system and its relationship to the rule of law. Teachers ensure that any discussion of political themes or content is conducted in an impartial and unbiased manner.

49. 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. Many activities promote service for the local community, such as volunteering at charity shops and visiting care homes. Other activities enable pupils to broaden their cultural understanding, such as networking with a school in India. Such engagement develops pupils' sense of responsibility towards others.
50. 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. They learn the importance of being helpful and contributing by tidying up after activities.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 51. All the relevant Standards are met.**

Safeguarding

52. Trustees have comprehensive oversight of safeguarding arrangements. They receive training appropriate to their role and provide welcome support and professional challenge. The designated safeguarding trustee has regular contact with the school's safeguarding leaders. During monitoring visits, they engage with leaders and analyse anonymised reports to understand issues, track trends, and evaluate the effectiveness of the school's actions.
53. Leaders and staff demonstrate a thorough understanding of their safeguarding responsibilities. They implement a clear policy and related procedures that align with current statutory guidance. Safeguarding leaders in both the prep and senior schools collaborate closely, communicating regularly to share expertise and knowledge. This partnership, along with the effective implementation of policies by leaders, promotes the wellbeing of both day and boarding pupils.
54. Leaders provide regular safeguarding training for staff, including as part of the induction process. This training equips staff with the knowledge and skills needed to report concerns about pupils or other staff members. They understand the risks associated with extremism, are aware of potential signs of harm and have a clear understanding of the 'Prevent' duty.
55. Robust systems are established to record and report safeguarding incidents within the school. Leaders with designated responsibilities for safeguarding monitor ongoing incidents and track potential patterns using an online platform. They address safeguarding concerns, maintain accurate notes and provide clear rationales for their decisions.
56. 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. Boarders have a clear understanding of how to contact the independent listener should they have any worries or concerns.
57. Partnerships with external agencies, such as children's services and the police, are purposeful and timely. These connections inform curriculum adjustments, such as through RSE lessons, to ensure responses are proportionate, trauma-informed and regularly reviewed.
58. The 'life skills' programme educates pupils on how to keep themselves safe, including online. The school prohibits the use of mobile phones during the day, which helps reduce the risk of online bullying. The safeguarding team routinely checks suitable internet filtering and monitoring systems. This enables them to address specific incidents with targeted support and guidance, such as through assemblies and debriefs with house parents.
59. Staff recruitment processes are thorough. All appropriate pre-employment checks are completed on adults before they come into contact with pupils. This includes adults who live on-site. Trustees maintain effective oversight of the single central record (SCR) of appointments and associated files by conducting termly quality assurance checks.

The extent to which the school meets Standards relating to safeguarding

60. All the relevant Standards are met.

School details

School	Wycliffe College
Department for Education number	916/6018
Registered charity number	311714
Address	Wycliffe College Bath Road Stonehouse Gloucestershire GL10 2AF
Phone number	01453 822432
Email address	senior@wycliffe.co.uk
Website	www.wycliffe.co.uk
Proprietor	Wycliffe College Incorporated
Chair	Mr Simon Lloyd
Headteacher	Mr Christian San José
Age range	3 to 19
Number of pupils	448
Number of boarding pupils	230
Date of previous inspection	21 to 23 September 2022

Information about the school

61. Wycliffe College is an independent co-educational day and boarding school originally founded in 1882. The college, which includes the prep school, occupies a 54-acre site in Stonehouse, Gloucestershire. It is a registered charity, owned and governed by its board of governors who are trustees of the charity. A new headteacher was appointed in September 2024.
62. The school offers boarding for pupils from the age of eight. Boarders are accommodated in eight houses. There are four for male pupils, one of which is in the prep school, three for female pupils, one of which is in the prep school and one co-educational house for some sixth-form pupils. Day pupils in Years 9 to 13 are accommodated in a co-educational day house on the senior school site.
63. The early years setting comprises 17 children, who are taught in two classes.
64. The school has identified 190 pupils as having special educational needs and/or disabilities (SEND). A small number of pupils in the school have an education, health and care plan (EHC plan).
65. The school has identified English as an additional language for 77 pupils.
66. The school states its aims are for pupils to fulfil their academic, spiritual, physical and creative potential. It aims for them to be happy and secure, developing self-knowledge and resilience and exhibiting creativity, innovation and independence in their approach to learning and life. It seeks to ensure that pupils develop skills, self-knowledge and resilience to positively face future challenges. Pupils are encouraged to have a social and environmental conscience, showing generosity of spirit, respect for others and appreciation of diversity.

Inspection details

Inspection dates

23 to 25 September 2025

67. A team of eight inspectors visited the school for two and a half days.

68. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other trustees
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

69. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net