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Pupils participate in thoughtful discussions and are encouraged to express their ideas.

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Sidcot
Live Adventurously



ISI Inspection Report Guide

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Pupils show kindness and acceptance in their interactions, making a conscious effort to include one another.

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A message from the Head



Following our recent inspection, we are delighted to share our latest Independent Schools Inspectorate (ISI) report with you. Gone are the days when inspectors provide schools with graded categorisation; now they simply state whether or not “standards have been met”. Behind this simple statement are three days’ worth of rigorous assessment of leadership, governance, quality of education, safeguarding, pastoral care and student opportunity, conducted by eight inspectors. With this in mind, we are proud to share our wonderful School has been found to be meeting all standards.

In the report you will see that our commitment to excellence in both academic and pastoral outcomes for our students was recognised by inspectors. Our strong core Quaker values are acknowledged; in the following pages you will read that “pupils participate in thoughtful discussions and are encouraged to express their ideas”, producing “responsible citizens who are confident in their social skills, resilience and emotional intelligence”. Surely this is a primary goal as educators?

You will read pages of positive comments on the dedication and knowledge of our academic and support staff, resulting in “good academic progress in both the junior and senior schools.” Governance is praised for its clear vision and support and Boarding provision for its “emphasis on safety and wellbeing”. Our Junior School is frequently singled out for praise, and our extra-curricular programme cited for “fostering social skills, wellbeing and personal development”.

This report highlights our Whole School approach to providing the very best care for our students. Ours is an “inclusive” and safe environment in which every student is valued and supported to achieve their personal best.

I am very proud of the accomplishments cited in this report and am truly grateful to all our staff, students, families, guardians, agents, alumni and broader community for your continued support of our wonderful Sidcot School. Thank you.

James Jones
Head



A message from the Chair of Governors



On behalf of all the Governors, it is my great pleasure to commend the outstanding achievements by staff and students identified in this ISI inspection report.

As the report states, as Governors we are pleased to maintain regular engagement with the School community, gathering feedback from staff and pupils to inform priorities for the continuing evolution of Sidcot to meet students' needs.

We are delighted to have been recognised as having a clear vision for the Sidcot, firmly rooted in our Quaker values. Even more so, that inspectors saw these values as clearly embedded throughout the School, "fostering an ethos of inclusivity and reflection" throughout.

At Sidcot, we are justifiably proud of our students' academic record, and we're equally proud of their social skills, their emotional intelligence, their resilience, and their determination to make a difference in the world. The Governors and I offer our collective gratitude to all in our community for making Sidcot such a wonderful environment to live, work and thrive in.

A handwritten signature in white ink, which appears to read 'J. Miller', positioned above a thin horizontal line.

Jameson Miller
Chair of Governors



Teaching and Learning

At Sidcot School, it is our experience that curiosity and the confidence to enquire fearlessly - to live adventurously, as our Quaker philosophy puts it - leads children to be better motivated and more at ease with themselves as thinkers and learners. Sidcot is a kind, purposeful place where we educate the whole person for a life of active, responsible citizenship – both inside and outside of the classroom.

Our excellent exam results and leavers' destinations provide further evidence that a broad and balanced education does not have to come at the expense of academic excellence. We are pleased to present some relevant key findings from our 2025 ISI inspection below:

ISI Key Findings on Teaching and Learning – Academic and Co-curricular



“Pupils make good academic progress in both the junior and senior schools. Staff demonstrate secure subject knowledge, supported by well-planned lessons delivered in a calm and focused atmosphere that fosters pupils’ enthusiasm for learning.”



“Careers guidance is comprehensive, financial education is embedded and charity initiatives encourage social responsibility.”



A calm, respectful and reflective school; gently educating children into a social and academic confidence that they can make a difference to this world.

GOOD SCHOOLS GUIDE



“Leaders set high academic expectations for pupils. They are clear in their aim to develop responsible citizens who are confident in their social skills, resilience and emotional intelligence. Leaders monitor pupils’ wellbeing and listen to pupils’ feedback, responding appropriately to their concerns and suggestions.”



“The curriculum across both the junior and senior schools is broad and well structured. It is carefully planned for each year group, including the early years, with subject-specific schemes of work in place.”



“Academic results at GCSE and A Level are consistently above the national average.”



“Pupils participate in thoughtful discussions and are encouraged to express their ideas.”



“Academic tracking is thorough, effectively monitoring progress, identifying individual needs and addressing gaps in learning. Leaders use the analysis of data to inform subject development and guide targeted support such as subject clinics.”



“Pupils who have SEND receive aspirational targets and make good progress.”



“Across the school, pupils benefit from a diverse range of extra-curricular clubs, activities and subject clinics offered at lunchtime and after school. These opportunities encourage pupils to explore their interests beyond the classroom, fostering social skills, wellbeing and personal development.”



“Leaders promote curricular and co-curricular activities which give pupils an understanding of equality and cultural awareness. Throughout the PSHE programme, pupils

learn to respect and celebrate differences among people while understanding the importance of taking responsibility for their actions in caring for others.”



“The school’s ‘STEPS’ programme, rooted in Quaker values of simplicity, truth, equality, peace and sustainability, fosters self-confidence and cultural awareness. Pupils engage in leadership roles, environmental initiatives and pupil-led societies, developing responsibility and mutual respect.”



Physical health is encouraged through a diverse physical education (PE) programme and extra-curricular activities.”

Sidcot Accolades

2023

UK Education Guide – Student Social Impact Award Winner

Named one of the World’s Leading Boarding Schools by Fortune and Statista

2024

Shortlisted for Independent School of the Year for Outstanding Educational Partnerships

2025

Pearson Teaching Awards, School Partnership of the Year

“

Extracurricular opportunity is where this school leaps ahead of competitors, parents summed it up as an ‘extremely rich cultural experience; explaining that their children could ‘never manage to try everything’... The equestrian centre is central, offering full livery for pupils’ horses, onsite training and national level competition entry.

GOOD SCHOOLS GUIDE

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Pastoral

At Sidcot School, our students flourish in a kind and respectful community, learning to understand, accept and celebrate cultural differences.

Our students actively participate in School life, taking leadership roles and supporting one another. Students are well-informed about lifestyle choices and wellbeing, showing a commitment to both emotional and physical health. By providing a safe and nurturing environment, they are encouraged to expand their horizons and explore their potential.

ISI Key Findings on Pastoral and Safeguarding



"Pastoral care is a priority and staff promote pupils' mental and physical wellbeing."



"Staff provide pupils with the opportunity to learn to accept responsibility and serve others by applying for roles such as 'Lead Learners' and 'Subject Captains'. These positions provide opportunities for pupils to engage deeply with their academic interests while developing leadership skills. Pupils in these roles actively promote their subjects, lead assemblies, produce podcasts and gain valuable experience through an application and interview process that also enhances their understanding of democracy."



"Through the PSHE programme, pupils learn to respect and celebrate differences among people while understanding the importance of taking responsibility for their actions in caring for others. Beyond the curriculum, school societies host pupil-led forums, cultural events and assemblies, helping to develop cultural awareness."



"Leaders ensure that the visibility of safeguarding measures is high, with staff easily identifiable and support services well promoted. The wellbeing hub provides counselling and cognitive behavioural therapy (CBT) services, accessible via referral pathways. Attendance monitoring is closely linked to wellbeing initiatives."



"Leaders promote mutual respect and wellbeing through sharing Quaker values and weekly reflection. Behaviour policies emphasise reflection over punishment, with an effective anti-bullying approach fostering a supportive environment."





“

Jasmine and Joshua have both made so many great relationships with their teachers, been so stimulated and their hunger for knowledge so well fed, resulting in great exam results without any pressure to perform. The hard work of the teaching staff, to go beyond what is expected, and to do so graciously, and in a friendly and fun way is amazing. The development of rounded, happy young adults, and the creation of so many incredible life experiences that they have had and will continue to have, is just phenomenal.

MR CAME, PARENT

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Boarding

Boarding at Sidcot encourages independence in a nurturing and supportive atmosphere. Cultural differences are celebrated and boarders are encouraged to take part in a diverse range of activities and take up positions of responsibility.

ISI Key Findings on Boarding



“Leaders ensure that there are opportunities for pupils, particularly in the boarding houses, to participate in a diverse range of cultural activities. Boarders who speak English as an additional language (EAL) are given additional support to help them to integrate into the boarding community quickly and successfully.”



“Boarding accommodation is well maintained, comfortable and homely, with experienced staff providing the support needed for pupils to flourish.”



“Boarding provision is managed with an emphasis on safety and wellbeing. Boarding staff are committed to the school’s vision, ensuring that each boarding house reflects the school’s ethos.”



“Across the school, pupils benefit from a diverse range of extra-curricular clubs, activities and subject clinics offered at lunchtime and after school. These opportunities encourage pupils to explore their interests beyond the classroom, fostering social skills, wellbeing and personal development.”



“Leaders of boarding maintain clear and accurate records of day-to-day matters and adhere to robust policies and procedures.”



“Leaders with responsibility for boarding ensure that the National Minimum Standards (NMS) for boarding schools are adhered to and that the health and wellbeing of pupils is effectively promoted.”





"The school has effective support systems for pupils who speak EAL. Science teachers use carefully chosen language with repetition when needed and online textbooks provide immediate translations for complex vocabulary. Business studies teachers offer multilingual glossaries with explanation. These measures enable pupils to access the curriculum fully and achieve English qualifications necessary for further education. Boarding staff also support pupils who speak EAL in the boarding houses."



"Boarding pupils have access to a range of support services, including a well-staffed health centre, and healthy, varied meals that cater to different dietary needs. Boarders can also access essential items from the library and health centre and enjoy the opportunity to visit the local shop."



"The diversity of the boarding population is recognised through various initiatives, such as displaying multiple time zones within houses and maps identifying the home cities of boarders. Prefects play an important role in maintaining a supportive environment, ensuring younger boarders settle in smoothly."



"Safeguarding in boarding is well managed. Supervision arrangements are effective, supported by electronically controlled door access and well-placed lighting to enhance security."



"Staff accommodation is separated from pupils' living areas to ensure privacy while still allowing appropriate oversight and boarders have access to a suitable independent person."



I expected it to be a great experience but it became the best year of my life so far.

KLARA, Y11 PATHWAY
STUDENT, GERMANY



At the end of the year Irene cried because she would like to stay one year more in Sidcot. She has improved her English, made friends and she is now more self-confident. All I can say is that this has been a very good experience thanks to Sidcot, your values and your way of doing things.

MR MERINO AND MRS ROSTAING BELLIDO,
SPANISH BOARDING PARENTS



Sidcot Accolades

2023

Winner of the UK Education Guide - Student Social Impact Award

Turkish boarder Gunes was nominated and won this award for his proactive charity work within school to support the earthquake disaster.

Named one of the World's Leading Boarding Schools by Fortune and Statista

Juniors

From three years onwards, Sidcot Junior School provides a calm atmosphere with a strong sense of fun. We use a variety of teaching styles to engage your child and develop a learning environment that suits everyone. We take the time to get to know them, to understand their strengths, their likes and dislikes, and their individual ways, to help them achieve their personal best.

ISI Key Findings on our Junior School

Early Years



"Children in the early years experience well-planned, stimulating learning tailored to their interests. Activities such as woodwork, outdoor exploration, and simple science experiments spark curiosity, sustain engagement and enhance numeracy and language skills."



"Leaders provide regular parent meetings giving guidance on supporting learning at home and ensuring children develop the literacy and numeracy skills needed for a smooth transition to Year 1."



"Children in the early years make good progress through staff facilitating learning based on details progression plans. Staff have a comprehensive understanding of each child which they use effectively to help them to take the next steps in their learning. A diverse range of activities enables children to engage confidently in group work, independent tasks, or one-on-one sessions with staff, helping them to meet individual learning targets."



"In the early years, a carefully designed curriculum supports physical, mental and emotional development through engaging activities and tailored support, fostering resilience and confidence from an early age."



"Leaders in the early years ensure that provision is rooted in Quaker values. Staff receive appropriate training. Supervision ratios exceed statutory requirements and key staff build meaningful relationships with the children. Oversight is well structured. Staff communicate with parents to ensure that support is tailored appropriately to the needs of each child. This creates a nurturing environment where staff foster children's progress and wellbeing effectively."



"Pupils' social and economic wellbeing in the early years is nurtured through collaborative activities, community engagement and the promotion of Quaker values. Outdoor education, including farm visits, introduces environmental awareness and social responsibility. Circle time activities, the charity Christmas fayre and environmental projects promote respect and reflection."

Whole Junior School



“The curriculum across both the junior and senior schools is broad and well structured. It is carefully planned for each year group, including the early years, with subject-specific schemes of work in place.”



“In the junior school, education is planned with a focus on practical learning through regular science, technology and mathematics (STEM) and art sessions. Visits to the senior school provide opportunities to study computing and coding. Performing arts lessons and public speaking competitions further develop speaking and listening skills already embedded in the curriculum.”



“Pupils participate in extracurricular activities, including sports, drama and charity work, enriching their personal development.”



“Pupils in the junior school make good progress. They are well prepared for the next stage in their education.”



“Both the senior and junior schools maintain regular communication with parents, providing updates on pupils’ progress and attainment through written reports and parent meetings.”



“In both schools, the RSE programme is an integral part of the PSHE curriculum. In the junior school, the focus is on healthy and happy friendships, families and committed relationships. As a result, pupils begin to recognise the qualities of positive relationships, how they evolve and how to nurture them. This foundation prepares them for the transition to senior school and beyond.”



“Economic education is well structured with financial awareness embedded in the junior PSHE curriculum.”

Sidcot Accolades

2022

Shortlisted for Muddy Stilettos Best Schools Awards, ‘Most Dynamic STEM Programme’, Sidcot Junior School

2023

Shortlisted for Muddy Stilettos Best Schools Awards, ‘Giving Something Back’, Sidcot Junior School





You are able to read
the full report here

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