

Report summary for parents and carers on Myddelton College

Date of inspection: June 2025

Summary

Myddelton College fosters a nurturing, inclusive culture in which pupils quickly develop a sense of belonging and pride. Pupils and families value the college's strong sense of community, where individuals are known, respected and supported well. Emotional and social development is prioritised through initiatives such as the well-being room and the 'secret garden', and pupil voice is promoted through elected leadership roles. School and well-being councils have played a significant role in driving improvements, notably in well-being provision. Heads of school and pupil leaders articulate a strong sense of moral purpose, focusing on raising awareness of key social issues alongside charitable work.

A new headteacher joined the school in September 2024 and, along with senior leaders, is building a culture of openness, honesty and accountability. Leader's self-evaluations are reflective and accurate, and a revised advisory committee structure is in place to provide school leaders a 'critical ear'. Four strategic improvement objectives are being pursued with energy, although their alignment to the most urgent pupil needs requires sharpening.

The curriculum is broad and enriched by extensive co-curricular opportunities, especially the 'Learning through the outdoors' (LTTO) programme. Through LTTO, pupils develop resilience, confidence and practical problem-solving skills, supporting their academic and personal development.

The preparatory school is a vibrant learning environment where skilled and collaborative teachers deliver a well-planned, engaging and enriched curriculum. Most pupils make rapid progress in reading, writing, oracy, and independence, supported by effective behaviour management, individualised feedback, and positive professional relationships. Classrooms are purposeful and engaging, with pupils demonstrating high levels of confidence, enthusiasm, and independence.

Teaching in the senior school is underpinned by secure subject knowledge and a clear understanding of examination expectations. Where teaching is strongest, lessons include varied and engaging activities, effective questioning, and meaningful verbal feedback that supports progress. In a minority of lessons, teaching is overly directive and does not adapt in response to pupils' learning, limiting opportunities for pupil progress. Throughout the senior school positive relationships underpin learning. Nearly all pupils exhibit strong oracy, digital literacy and collaboration skills, and across Key Stage 4 and Key Stage 5 in particular, many pupils demonstrate strong subject specific knowledge and skills. Whilst assessment data is systematically gathered and used to report to parents, the day-to-day use of formative assessment remains inconsistent throughout the senior school.

The school complies fully with the Independent School Standards (Wales) Regulations 2024.

Compliance with the conditions for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2024. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

The spiritual, moral, social and cultural development of pupils

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

Welfare, health and safety of pupils

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

The suitability of proprietors and staff

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

Premises of and boarding accommodation at schools

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

The provision of information

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

The manner in which complaints are to be handled

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

Recommendations and next steps

We have made two recommendations to help the school continue to improve:

- R1 Clarify and embed consistent approaches to evaluate pupils' progress on an ongoing basis
- R2 Continue to develop and embed planned actions to improve the quality and consistency of teaching across the school

Estyn advises the proprietor to amend its current development plan to show what actions the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents/carers at the school.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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