



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on
Kings Monkton School
Date of inspection: June 2019

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Kings Monkton School

Kings Monkton is an independent day school located near the centre of Cardiff. The school caters for boys and girls aged from 3 to 18 years.

There are 101 pupils in the primary section of the school, including 10 children in the foundation class. The senior section of the school has 189 pupils, of whom 38 are in the sixth form. Overall, almost two-thirds of pupils in the school are boys although the proportion varies considerably in each year group.

Pupils come from a wide geographic area that includes Llantwit Major, Tonyrefail and Merthyr Tydfil, although the majority live within the Cardiff area.

About 40% of pupils are from minority ethnic groups. Around 14% of pupils speak a language other than English or Welsh as their first language at home. Around 14% of pupils have special educational needs and 37 pupils have a statement of special educational needs.

Since the last monitoring visit the principal and vice-principal have also become the proprietors of the school.

Main findings

Strengths

The school provides a nurturing environment where there are strong working relationships, and respect for others is demonstrated by all members of the school community.

Leaders successfully promote a culture of inclusion and tolerance across the school. As a result, nearly all pupils develop positive attitudes about themselves and respect for others.

Staff have high expectations of pupils' progress and behaviour. As a result, teachers plan learning experiences that are engaging and generally well matched to pupils' needs.

The wellbeing team provide high quality support, advice and guidance to pupils at the school. They are skilful in supporting a wide range of issues and concerns for identified pupils. The team are proactive in sourcing additional training and information to strengthen their roles.

The provision for personal and social education is a significant strength of the school. It has a clear focus on helping pupils to become ethically informed global citizens and provides many opportunities for pupils to learn about a wide range of cultures and traditions.

The school has robust arrangements to identify and support pupils' special educational needs (SEN). More vulnerable pupils are particularly well supported and can access a wide range of interventions from trained staff, equipped to manage their needs effectively.

Staff across the school share a strong commitment to professional learning and benefit from valuable opportunities to identify and share good practice. For example, the work of the primary department on talking for writing will now feature in the whole school improvement plan.

The senior leadership team provides strong and effective leadership for the school. Senior leaders have implemented a robust cycle of self-evaluation and improvement activities that draws on a comprehensive range of first-hand evidence, including the views of parents, pupils and staff. The outcomes from these activities are used beneficially to identify priorities for improvement and any specific issues in teaching.

Areas for development

On this visit, the team did not identify any areas for development and make no recommendations. The school has a clear understanding of its strengths and appropriate plans for its further improvement.

Progress in addressing recommendations from previous note of visit or inspection report

Recommendation 1: Continue to embed the new arrangements to strengthen pupil voice

There are a range of opportunities for pupils to influence and be involved in all aspects of the work of the school. These include a pupil council, school newspaper and the recently established UNCRC student ambassador group. The pupil councils in the primary and secondary schools have three sub committees that focus on teaching and learning, events and community and health, food and fitness. Members of the pupil council are very enthusiastic about their work, particularly in relation to events and staff appointments. They are keen that the council is able to meet more regularly and take greater responsibility.

The UNCRC student ambassador group is new, but the members have a very clear vision for what they hope to achieve once they begin their work in September 2019.

In lessons, pupils are often given the opportunity to decide what level of task they can complete to demonstrate their knowledge and understanding. This allows pupils to have a say in how and what they learn.

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 2: The spiritual, moral, and cultural development of pupils

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 3: Welfare, health and safety of pupils

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 4: The suitability of proprietors and staff

On this visit, Estyn did not inspect Standard 4.

Standard 5: Premises of and boarding accommodation at schools

On this visit, Estyn did not inspect Standard 5.

Standard 6: The provision of information

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 7: The manner in which complaints are to be handled

On this visit, Estyn did not inspect Standard 7.

Recommendation regarding registration

When considering this school's registration the Welsh Government may wish to have regard to the following recommendation:

On the basis of this visit, there is no evidence to indicate that the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2003.

Inspectors' judgements on this limited inspection should not prejudice the findings of a future full Section 163 inspection.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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