



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

**Annual monitoring inspection report on  
Kings Monkton School**

**Date of inspection: January 2017**

**by**

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

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## Context

Kings Monkton is an independent day school located near the centre of Cardiff. The school caters for boys and girls aged from three to eighteen years. There are 270 pupils on roll. There are 111 pupils in the primary section of the school, including 25 children in the nursery class. The senior section of the school has 159 pupils, of whom 21 are in the sixth form.

The majority of pupils transfer from the primary to the senior section of the school. Pupils come from a wide geographic area that includes Newport, Llantwit Major, Tonyrefail and Merthyr Tydfil, although the majority live within the Cardiff area.

The ability range of pupils is wide. There is no entrance test for admission, although the school has specific criteria for entry including whether the school can meet the individual needs of the child. Around 11 % of pupils are on the school's special educational needs register and receive support from the school. Thirty-one pupils have a statement of special educational needs.

The principal has been in post for three years. The leadership team includes the vice principal and two assistant headteachers.

## Main findings

### Strengths

Pupils demonstrate a mature attitude towards their learning. Most pupils are highly motivated. Pupils develop good social and communication skills. They are welcoming to visitors and are confident in talking about their work.

Overall, the school has highly effective arrangements to support pupils' wellbeing. A strong nurturing ethos contributes significantly to developing pupils' confidence and self-esteem.

There is a shared sense of teamwork and commitment to the school's values and aims.

Senior leaders provide strong and purposeful leadership. For example, they have established rigorous and extensive improvement planning activities that provide an accurate and clear understanding of the school's strengths and areas requiring improvement.

Leaders have a clear understanding of the strengths and areas for development in relation to teaching. Arrangements for the monitoring and evaluation of teaching and learning are robust. Leaders gather valuable first hand evidence from regular lesson observations and the scrutiny of pupils' work. They analyse the results of these monitoring processes carefully and set targets for improvement. Leaders at all levels

use this information well when arranging training and continuing professional development opportunities for staff.

### **Areas for development**

The school has taken appropriate steps to improve the co-ordination of literacy and numeracy skills across the curriculum. For example, the newly appointed literacy and numeracy skills co-ordinators have established strong working relationships with subject teachers and have started to map these skills in subjects across the curriculum. However, there is no agreed plan setting out how the role of the co-ordinators will be developed and outcomes for pupils improved.

The school makes appropriate provision for the development of pupils' personal and social skills through personal social education (PSE) lessons, assemblies and valuable partnerships with specialist agencies. However, planning documents for PSE lack detail and do not provide enough information about what is taught at each key stage.

### **Recommendations**

R1 Provide clear direction for the role of the literacy and numeracy co-ordinators

R2 Improve the planning of personal and social education to provide more detail of what is delivered at each key stage

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

### **Recommendation 1: Take steps to comply fully with the regulations for registration**

This recommendation has been fully addressed.

The school has taken prompt action to address this recommendation and now meets the regulatory standards for the welfare and health and safety of pupils fully.

The school has strengthened the arrangements for safeguarding pupils. For example, leaders have improved training for staff at all levels and have reviewed and revised the policy and procedures for safeguarding pupils. The revised policy reflects the latest relevant Welsh Government guidance well and contains clear advice for staff. As a result, staff have a good understanding of their responsibilities to safeguard and promote pupils' wellbeing.

### **Recommendation 2: Improve the co-ordination of provision in the senior section of the school for the development of pupils' skills across the curriculum**

This recommendation has been partly addressed.

Since the inspection of January 2016, the school has appointed both a literacy and numeracy co-ordinator. The co-ordinators have built strong relationships with subject teachers and have started to audit schemes of work, map literacy and numeracy skills across the curriculum and ensure that these align to the national literacy and numeracy framework. However, the mapping of information and communication technology (ICT) skills across the curriculum is less well developed.

The co-ordinators have produced useful guidance documents for both staff and pupils. These include guides to developing reading comprehension skills, improving punctuation and presenting data in graphical form.

The co-ordinators have organised beneficial activities to stimulate pupils' interest and enjoyment in reading. As a result, pupils' use of the library has increased and staff support pupils well to make appropriate choices, whether they read for enjoyment or as part of their academic studies.

The school provides appropriate and worthwhile opportunities for pupils to develop their social use of language. This is particularly beneficial for those pupils who may have difficulties in interacting with their peers.

### **Recommendation 3: Strengthen the quality of teaching and assessment by promoting best practice more widely**

This recommendation has been largely addressed.

Leaders have established a robust cycle of quality assurance activities to monitor the quality of teaching and learning. These include regular lesson observations and the scrutiny of pupils' work. Leaders use the information gained to form an appropriately detailed evaluation of the strengths and weaknesses of teaching and the standards that pupils achieve.

The school has devised a programme of regular in-house training activities to enable teachers to share good practice. This includes valuable opportunities for teachers to observe their peers. Representatives from each faculty across the school meet regularly to share good practice. They produce useful guidance leaflets for staff on priority areas for improvement such as improving the pace of learning in lessons, developing thinking skills and promoting independent learning. Teachers value highly the opportunities they have to share good practice.

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

## Recommendation regarding registration

When considering this school's registration the National Assembly for Wales 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 annual monitoring inspection should not prejudice the findings of a future full Section 163 inspection.

## School information

<b>School</b>	Kings Monkton School
<b>School number</b>	6816014
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	26/01/2017
<b>Proprietor</b>	Heathfield Independent Schools
<b>Staff</b>	35 teachers, 28 teaching assistants
<b>Number of pupils</b>	270
<b>Provision</b>	Day
<b>Type of special educational need (SEN) catered for by the school</b>	Pupils with statements of SEN who are able to be educated within mainstream classes, with additional support where required
<b>Last Section 163 inspection</b>	05/01/2015
<b>Last annual monitoring inspection</b>	n/a
<b>Last CSSIW inspection</b>	n/a

## Team information

Mr Anthony Mulcahy	Reporting Inspector
Mr Huw Davies	Team Inspector