



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
6 West Grove
Cardiff
CF24 3XL**

Date of inspection: June 2018

by

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

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:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website:

www.estyn.gov.wales

© Crown Copyright 2018: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 30/08/2018

Context

Kings Monkton is an independent day school located near the centre of Cardiff. The school caters for 293 pupils aged from three to eighteen years.

There are 121 pupils in the primary section of the school, including 27 children in the nursery class. The senior section of the school has 172 pupils, of whom 29 are in the sixth form.

Pupils come from a wide geographic area that includes Newport, Torfaen, Caerphilly and the Vale of Glamorgan, although the majority live within the Cardiff area.

About 40% of pupils are from minority ethnic groups. Around 14% of pupils speak a wide range of languages other than English or Welsh as their first language at home. These include Arabic, Mandarin, Urdu and Farsi. There are 45 pupils with a statement of special educational needs.

Main findings

Strengths

The school provides a nurturing and inclusive environment where pupils develop positive attitudes about themselves and others.

Most pupils make strong progress from their starting points and gain a wide range of qualifications. They engage well in lessons, show pride in their work, and are polite and courteous to visitors. Pupils with statements of special educational needs are successful in achieving the targets set in their individual education plans and make strong progress overall.

The school's provision for personal and social education is a strong feature of the school. The school 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.

Staff have high expectations of pupil progress and communicate an enthusiasm for learning. Teachers plan stimulating learning activities that meet pupils' individual needs well. The school has robust arrangements to identify and support pupils' additional learning needs (ALN).

Staff across the school share a strong commitment to professional learning and benefit from valuable opportunities to identify and share good practice. This has helped the school to make important improvements, for example to strengthen the provision for literacy, numeracy and information and communication technology (ICT) in a suitable range of subjects across the curriculum.

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 first-hand evidence and the views of parents, pupils and staff. They communicate high expectations for all members of the school community and have an accurate understanding of the school's strengths and areas for improvement.

Areas for development

The school has implemented new arrangements to strengthen pupil voice. These include a restorative approach to help pupils discuss issues that concern them and a sub-committee structure for the school council. However, these arrangements are newly in place and it is too early to judge their impact on pupil wellbeing.

Recommendations

R1 Continue to embed the new arrangements to strengthen pupil voice

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

Recommendation 1: Provide clear direction for the role of the literacy and numeracy co-ordinators

This recommendation has been fully addressed.

The school has introduced a skills team to strengthen the provision for skills across the curriculum. An assistant headteacher manages the team, which includes the literacy, numeracy and digital competency co-ordinators. Each member of the team understands clearly their roles and responsibilities as co-ordinators. Detailed action plans for the skills team provide a focused approach to improving the co-ordination of these skills across the school. The team has mapped opportunities to develop literacy, numeracy and digital competency skills across all age groups and subject areas.

Teachers' termly planning has a clear focus on skills progression. Teachers track and monitor pupil progress in these skills regularly.

Recommendation 2: Improve the planning of personal and social education to provide more detail of what is delivered at each key stage

This recommendation has been fully addressed.

The school has strengthened the co-ordination and leadership of personal social education (PSE) and has implemented new arrangements for pupils to develop important personal and social skills. Teachers have received appropriate training to deliver aspects of the PSE curriculum that link to their subject areas.

The school has developed detailed plans for the delivery of PSE including a comprehensive set of policies and medium term plans for the subject. These plans provide opportunities for pupils to revisit important aspects in subjects across the curriculum as they move through the school.

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 5.

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 this visit, Estyn did not inspect Standard 6.

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

School	Kings Monkton School
School number	6816014
Purpose of visit	Annual monitoring inspection
Date of visit	27/06/2018
Proprietor	Heathfield Independent Schools
Staff	1 principal, 1 vice-principal, 2 assistant headteachers, 33 teachers, 1 additional learning needs co-ordinator, 29 teaching assistants, 1 literacy coach, 1 science technician
Number of pupils	293
Provision	Day
Type of special educational need (SEN) catered for by the school	Moderate learning needs and autistic spectrum disorders
Last Section 163 inspection	04/01/2016
Last annual monitoring inspection	02/01/2017
Last CSSIW inspection	14/08/2017