



Report summary for parents and carers on Kings Monkton School

Date of inspection: October 2023

by Estyn, His Majesty's Inspectorate for Education and Training in Wales

Overview

Kings Monkton School is an inclusive community with a powerful focus on equality and acceptance. Pupils have a wide range of abilities. A minority of the pupils have an additional learning need and a very few pupils' needs are complex.

Nearly all pupils are proud to belong to Kings Monkton School. They feel that individualism is celebrated as they are encouraged to 'grow into themselves.' Together, pupils and staff create a respectful, purposeful and highly inclusive community, which values happiness and prioritises everyone's well-being.

Nearly all pupils feel happy and safe at school, embody tolerance and equality and treat each other with kindness and respect. Staff support new pupils to settle in quickly and they swiftly build strong relationships and establish high levels of trust from pupils.

Staff at Kings Monkton School provide skilful support for all pupils as a result of their strong understanding of individuals' needs and abilities. Throughout the school there is careful and individual consideration of the curriculum on offer. Well-structured planning ensures that pupils build on existing knowledge, understanding and skills to make strong progress as they move through the school. Most pupils feel that the school organises learning in a way that gives them confidence; both the structure of the timetable and their ability to tackle work at their own level within class. Where appropriate, pupils follow bespoke pathways or benefit from effective additional support. Leaders carefully plan these interventions to meet the specific needs of individual pupils and, as a result, they improve their well-being, engagement and learning effectively during their time at the school.

Staff and resources are used creatively and many teachers across the school apply themselves expertly in relation to the ability or needs of pupils. Classrooms and other spaces are calm, purposeful learning environments that enable pupils throughout the school to engage with their learning. When most effective, lessons provide stretch and challenge for all pupils.

Leaders have established a clear school vision, which is understood and applied well by all members of the school community. The operational management of the school is strong and the well-being of the school community is leaders' highest priority. Leaders have identified and addressed successfully relevant areas for improvement across the school. However, quality assurance activities do not always focus closely enough on the impact of teaching on learning and do not always identify where observed practice is not in line with policy.

The school meets all of the Independent School Standards (Wales) Regulations 2003.

Recommendations

- R1 Refine quality assurance activities to ensure a sharper focus on the impact of school practice on pupil progress**
- R2 Ensure that leaders robustly analyse quality assurance information to accurately identify the few areas for improvement**

Compliance with the regulations for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2003. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

The school meets the regulatory requirements for this standard.

The suitability of proprietors and staff

The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

The school meets the regulatory requirements for this standard.

The provision of information

The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

The school meets the regulatory requirements for this standard.

What happens next

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.

School context

Name of provider	Kings Monkton School
Proprietor	Mr Paul Norton Mrs Karen Norton
Local authority	Cardiff Council
Language of the provider	English
Type of school	All-age co-educational independent school
Residential provision?	No
Number of pupils on roll	289
Pupils of statutory school age	250
Date of previous Estyn inspection (if applicable)	01/01/2016
Start date of inspection	16/10/2023
Kings Monkton School is registered with the Welsh Government to provide additional learning provision for pupils with a range of additional learning needs. The structure of the curriculum, the relatively small class sizes, specialist teachers and links with relevant outside agencies positively support the school's ability to provide additional learning provision for pupils with a range of additional learning needs. These include: dyslexia, dyscalculia, dyspraxia, attention deficit hyperactivity disorder (ADHD), behaviour, emotional and social difficulties, speech language and communication difficulties, hearing impairment, multi-sensory impairment, visual impairment, physical and medical difficulties, and pupils with autistic spectrum conditions.	

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