



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: January 2022**

**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. The school has provision for pupils with additional learning needs including autistic spectrum condition, dyslexia and medical needs.

There are around 300 pupils in the school. This includes 82 pupils in the primary section of the school and 219 in the senior section of the school, including 47 in the sixth form.

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. These include Arabic, Mandarin, Urdu and Farsi. There are 43 pupils with a statement of special educational needs.

## Main findings

### Strengths

Leaders responded to the COVID-19 pandemic swiftly and boldly to support pupils' learning and the wellbeing of both pupils and staff. Leaders continue to evaluate the impact of these initiatives and adapt and refine practice.

The school is an inclusive community where pupils feel safe and know that their opinions will be heard. Pupils across the ability range show valuable progress from their starting points.

Leaders have strong processes in place for identifying and supporting the additional learning needs of pupils. The school deploys one-to-one support effectively to develop pupils' skills and independence.

In lessons pupils are excited to participate in activities and curious to develop their understanding. As pupils develop, they begin to show independence and resilience. Pupils are proud of their work and eager to share this with visitors to the school.

Staff across the school know their pupils extremely well and tailor their whole school experience to meet their individual needs. Lessons are well structured, including adaptations required to support individuals. Questioning is used effectively, particularly in the senior school to probe and extend pupils' understanding.

The school has robust arrangements to support the well-being of both pupils and staff. This includes detailed record keeping and analysis to support highly effective pastoral care. Leaders arrange creative activities such as bringing together the school community to 'reconnect' in Bute Park after the initial lockdown.

Leaders continue to have a clear understanding of the strengths and areas for development and are taking appropriate action to address these.

### Areas for development

Leaders should ensure that policies accurately reflect the current practice in the school.

### Recommendations

The school should:

R1 Refine school policies to ensure that they accurately reflect school practice

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

Not applicable.

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

### **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 continued 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 ([Estyn Site](#))

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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