



ISI INSPECTION HIGHLIGHTS
MAY 2024

SUMMARY

After a rigorous process, Monkton was delighted to pass inspection in all areas. Pupils, parents and staff all fed into an in depth review and were able to identify many strengths, which are summarised below, as well as some valuable areas for future development.

The broad curriculum enables pupils to develop skills and understanding across a wide range of areas. An enriching programme of extra-curricular activities enables pupils to further develop their skills and interests.

Children in early years are well cared for and happily play and learn in the suitable indoor and outdoor environments. Well-planned activities and gentle guidance from staff ensure that their developmental needs are met and they make good progress.

Pupils who have special educational needs and/or disabilities make good progress because of the carefully targeted support they receive. Pupils who speak English as an additional language (EAL) make good progress in developing fluency in English.

Effective pastoral systems, including individual tutoring, nutritious food, a variety of physical activities and outdoor education support pupils' mental and physical health. Leaders promote the school ethos through the 'personal development' curriculum, assemblies and chapel services. The pupil-led equalities committee helps to promote positive relations among pupils.

The effective implementation of the behaviour and anti-bullying policies mean that incidents of serious misbehaviour and bullying are rare. They are dealt with quickly when they occur.

An age-appropriate range of sanctions is employed. Leaders analyse behaviour records to identify potential trends and take appropriate action to address emerging issues.



Leaders make sure that a rigorous safeguarding culture is maintained so that staff spot and report concerns. Leaders with designated safeguarding responsibilities communicate with external agencies appropriately when a concern arises that require attention. Robust safer recruitment procedures and in place.

Leaders provided pupils with the opportunity to support other pupils and people in the local community, such as through a buddy system in the boarding houses and The Duke of Edinburgh's Award scheme (DofE). Pupils support charities by raising funds or volunteering and thus develop a keen sense of social responsibility.



QUALITY OF EDUCATION, TRAINING AND RECREATION



The curriculum is well planned with schemes of work typically matched well to pupils needs. It includes outdoor education which encourages pupils to learn about the natural environment and to support their mental and physical wellbeing. Pupils are taught about different cultures through the study of modern foreign languages including Spanish, French and Mandarin.

Assessment data is tracked and analysed by leaders, managers and teachers to generate appropriate support and challenge to enable pupils to make typically good progress. The most successful lessons are taught at an engaging pace with a variety of methods. This motivates pupils and increase their knowledge, understanding and skills.

GCSE and A-level results are typically above the national average and most pupils transfer to British universities when they leave. The wide range of recreation activities enables pupils to broaden their interest and skills, such as learning new moves in chess and different ways of lighting a set stage. The variety of activities such as astronomy, paddle boarding, beekeeping and expressive arts encourages pupils to try new things.

The school should ensure lesson planning is as effective as possible.

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Leaders ensure that pupils experience a broad and appropriate curriculum that fosters their confidence and love of learning.

Teachers' knowledgeable delivery of the English curriculum enables pupils to write independently and collaboratively, using a range of literary devices to persuade, inform and entertain readers. Specialist teaching in mathematics enables pupils to become competent and independent mathematicians.



PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING

The personal development curriculum encourages pupils to understand the importance of maintaining positive mental and physical health. Pupils learn about the benefits of physical activity, a healthy diet, sleep and doing things they enjoy.

One to one tutor sessions provide individual support and enable pupils to discuss all aspects of their lives including helpful strategies such as revision plans, making time to relax and sharing their anxieties.

The personal development programme encourages pupils to discuss and understand their feelings and emotions with confidence. Children in the early years are encouraged to express their feelings and make individual choices, this helps them to know themselves and develop self-confidence.

The behaviour policy is implemented effectively overall. Staff set high expectations of behaviour

and give appropriate sanctions, guidance and support if pupils make poor choices. This helps pupils understand the consequence of their actions. Pupils are taught about mutual respect and respect for people who are different to themselves.

Children are informed of who they can turn to if they have a concern. Pupils are confident that pastoral staff will listen and support them. Pastoral systems such as an anonymous online reporting tool, a school listener and an independent listener are available to pupils across the school.

The school should continue to encourage all pupils to show mutual respect.

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PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY

The personal development curriculum, educational visits and visiting speakers inform pupils about British society and the world beyond school. A range of talks and debates on topics such as equality, diversity inclusion and belonging and the negative impact that sexism and other forms of prejudice have on people, offer pupils a balanced view on political and social topics.

The teaching of British values, such as those of mutual respect and democracy, is generally effective and pupils understand the importance of respecting diversity and protected characteristics such as sex and sexual orientation.

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Pupils understand the positive contribution they can make to the school and local communities.

The religious education and theology, philosophy and ethics (TPE) programme, assembly themes and speakers from diverse faiths teach pupils about the ideas, ethics and principles of world religions and other perspectives.

Pupils in the prep school are taught about different faiths through the personal development and RS curriculum, visiting speakers and assemblies about festival such as Diwali. As a result, pupils understand and respect different religions and that people hold different beliefs to each other. Leaders encourage pupils to understand the value of collaboration through group activities.

The Combined Cadet Force (CCF) enables senior school pupils to develop responsibility, teamwork, independence and leaderships through a variety of military and non-military activities. The programmes of environment and adventure education, participation in the DofE and the CCF help to develop pupils' social wellbeing. The various activities enable pupils to work



together, develop leadership skills, support other people and help to improve the natural environment. The prep school farm enables pupils to work together as they take responsibility for animals and grow vegetables in the school allotment to share with others. Pupils understand the positive contribution they can make to the school and local communities.

The school should further embed financial literacy across the curriculum.





**THE FULL REPORT IS NOW AVAILABLE ON THE ISI
WEBSITE**

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