



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

**A report on**

**Monmouth School for Girls**

**Date of inspection: February 2022**

**by**

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

## About Monmouth School for Girls

Monmouth School for Girls is an independent boarding and day school for pupils from the age of 11 to 18. The school is part of the Haberdashers' Monmouth family of schools and is administered by an overarching governing body for the family of schools and a Monmouth School for Girls committee that oversees the life of the school.

The girls' school currently has 455 pupils on roll a minority of which are boarders. There are 351 pupils in the senior school and 104 in the co-educational sixth form. Around half of the pupils live in Wales, with the remainder coming from England and 17 different countries from around the world. All pupils speak English and very few pupils speak Welsh as a first language at home. Lessons are taught in English.

The school supports around 10% of pupils who have additional learning needs. There are no pupils with a statement of special educational needs. Entry to the school is selective and all pupils are interviewed either in person or online.

Inspectors visited the school on 8 and 9 February 2022, to consider the documents and planned arrangements for registration as an independent school. An additional inspector also carried out an inspection of the premises on 2 February. During the visits, we gathered evidence from the following sources:

- discussions with the principal and the headteacher of the girls school
- scrutiny of relevant documents, including policies, curriculum plans, staff appointment checks and premises and installation test certificates
- learning walks
- meeting pupils with their work
- inspection of the school premises

## Main findings

### Strengths

- The school has excellent facilities which support a wide variety of learning opportunities both in and out of the classroom.
- The standards that pupils achieve in public examinations are consistently high.
- Most pupils are articulate, confident, and aspirational. They embrace the opportunities available to them through a vibrant and interesting curriculum.
- Most pupils talk enthusiastically and are proud of the work they produce.
- Many pupils benefit from participating enthusiastically in practical learning activities and connect their learning to real-world experiences successfully.
- The school is developing a broad curriculum and co-curricular programme which prepares pupils appropriately for their futures studies and adult life.
- Many teachers are confident in using an array of educational technology within the classroom to support pupils' learning appropriately.
- Most staff across the school promote pupil's personal and social development effectively.
- The school has a well developed PSHE and careers programme which supports pupils' development appropriately.
- Leaders are developing clear roles and responsibilities and are experienced in running independent schools.

### Recommended areas for action

- Ensure that all policies reflect accurately the practice in Monmouth School for Girls, rather than the practice across the family of schools.
- Ensure consistency with safer recruitment processes.
- Ensure greater consistency in the quality of teaching and feedback across the key stages.

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

### **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 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 ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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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