

Ysgol Gymraeg Llundain, The Welsh School, London

Independent school standard inspection report

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Ysgol Gymraeg Llundain (The Welsh School London) was established in 1958. It moved to its present location in 2004 at Stonebridge Primary School in Brent. It is a non-selective, co-educational independent day school for pupils between the ages of four and eleven. Currently there are 39 pupils on roll, three of these are part time. In the Early Years Foundation Stage there are eight full-time and two part-time children. The school consists of two mixed-aged classes. In class one there are children from Reception to the end of Key Stage 1, while class two caters for pupils in Key Stage 2. The school receives nursery funding for two pupils. One pupil has a statement of special educational needs. Pupils are taught mainly in Welsh but pupils are increasingly fluent in English.

The school is run by a board of directors on behalf of The Welsh School Trust and aims to provide 'bilingual Welsh education outside of Wales'. The school was previously inspected in March 2009.

There is a nursery on the same site, which is run by a separate provider and did not form a part of this inspection.

Evaluation of the school

Ysgol Gymraeg Llundain meets its aims and provides a satisfactory quality of education. Learning and progress from the Early Years Foundation Stage to the end of Key Stage 2 are satisfactory overall as a result of the satisfactory curriculum and teaching and assessment. However, pupils make good progress in Welsh and in their social and personal development. This is reflected in their outstanding behaviour and good spiritual, moral, social and cultural development. Welfare, health and safety, including arrangements for safeguarding, are satisfactory. This represents an improved picture since the previous inspection and most of the regulations are now met.

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

Quality of education

The quality of the curriculum, including the curriculum in the Early Years Foundation Stage, is satisfactory overall but there are some good features. Schemes of work in Reception and Key Stage 1 are closely linked to the Welsh Foundation Phase framework. The key elements for learning are identified and explored through a range of subject areas, which cover the required areas of learning. All pupils in this part of the school benefit from the use of the outdoor learning environment. Its use is satisfactory rather than good because a systematic approach to the routine use of outdoor learning is still being developed. In Key Stage 2 suitable schemes of work are based on the Welsh National Curriculum. Pupils are introduced to English lessons as soon as they enter Year 3, when they are also taught mathematics and science in English for the first time.

The overall curriculum is broad and balanced. Pupils experience a range of suitable learning opportunities through themes, where subjects are linked together under a topic heading to provide a meaningful context in which to learn. Subjects such as physical education, French, personal and social education and religious education are taught separately. Although the curriculum is satisfactory overall, on occasions activities are not always planned with sufficient recognition of the different ages and needs of pupils.

The school prides itself on ensuring that the curriculum is based on practical meaningful experiences. For example, pupils explore mathematics and literacy while growing vegetables and herbs in the school garden. Successful participation each year in the Eisteddfod significantly enriches their experiences. Pupils throughout the school have the opportunity to learn how to play the harp and violin through specialist teachers. School clubs exist in art, creativity and a 'fun club,' which is currently focused on social development through games and physical activities. In addition, a satisfactory range of school trips takes place throughout the year to support themes.

The real strength of the school's curriculum lies in how it promotes pupils' good social and personal development and exceptional regard for each other as seen through their outstanding behaviour. Collaborative working and an ethos of respect permeate the whole curriculum and consequently pupils are developing into well rounded individuals. Pupils learn how to support each other very well throughout the school day.

Teaching and assessment are satisfactory overall across the school. However, within this there is some good teaching. Children join Reception with the skills broadly expected for their age. As they move through the school, progress varies between subjects and year groups. For example, in Year 5 pupils make good progress in English, mathematics and science whereas in other year groups this is more variable. In Welsh, all pupils, regardless of age, make good progress as a result of good teaching in this subject and a strong emphasis on Welsh grammar and oracy. Pupils are offered regular opportunities to work in groups and develop a strong

understanding of team work. Consequently, pupils have learnt to be highly supportive of each other in lessons and make good progress in their social and personal development.

However, despite these good points, pupils' progress is satisfactory overall rather than good because teaching is too variable in quality. In the strongest lessons, assessments are used well to meet the needs of individuals. Well-chosen resources are used as a stimulus to develop pupils' imagination and teaching assistants are generally well used during independent group activities. For example, in a science lesson in Key Stage 2 pupils were learning about the different parts of a flower through dissecting a tulip. Each group was enabled to achieve their best as a result of accurate teacher assessment and well tailored activities to meet the differing abilities. Effective adult questioning and a sharp focus on what pupils were learning ensured that all pupils made good progress in this lesson. However, this good practice is not consistently embedded across the school. On occasion, the pace of learning is slow and prior assessment does not always inform planning, such that some tasks lack appropriate challenge.

Disabled pupils and those with special educational needs are supported satisfactorily and make similar progress to their peers as a result of appropriate adult intervention either in one-to-one sessions or group work.

Assessment procedures throughout the school are satisfactory. In Reception and Key Stage 1, observations are made of pupils' achievements, although on occasions these are descriptive rather than evaluative and are not fully used to inform planning. Pupils in Key Stage 2 are set targets in literacy and numeracy. However, at times, they lack precision to ensure all pupils are sufficiently challenged to achieve their best. Marking generally celebrates pupils' achievements and in some instances provides guidance on 'next steps to learning.' Continuous teacher assessment informs the school tracking data along with regular tests in Welsh and mathematics. However, the collation and analysis of this data are a recent introduction and are not yet being applied to the monitoring of pupils' progress as pupils move through the school.

Spiritual, moral, social and cultural development of pupils

Provision for pupils' spiritual, moral, social and cultural development is good. Pupils in Key Stages 1 and 2 talk confidently about celebrating differences, caring for each other and respecting cultural diversity. As one child in Year 2 stated after a lesson on Islam, 'I like it that the world has different religions. It would be boring if we were all the same!' In Key Stage 2 pupils confidently compared a range of religions and discussed their similarities and differences. This year pupils are offered the opportunity to attend a day trip to Paris to help develop their vocabulary and enhance their understanding of French culture. This, along with pupils' good social and personal development, has a significant impact on pupils' behaviour, which is outstanding. Pupils regardless of their age are very courteous, respectful and cooperative. They play exceptionally well together at break times and support each

other well in their learning throughout lessons. These very positive attitudes towards school are reflected in pupils' above average attendance.

Pupils in class two contribute well to school life by taking on the role of prefects and class monitors as well as helping younger children at lunch and break times. Compost monitors regularly collect unfinished snacks to help provide fertiliser for their garden. Pupils' views are sought regularly, such as on school uniform and resources. Beyond the school, pupils contribute to the community through links with a local church and a neighbouring maintained school where they share their understanding of St David's Day. Pupils regularly raise money for a variety of charities. These, together with regular visits, a range of visitors and routine classroom learning opportunities, enable pupils to gain a strong understanding of public services. For example, every year pupils visit the Houses of Parliament, where they are invited to sing, followed by an opportunity to meet the Speaker.

In the Early Years Foundation Stage, children confidently work with a range of age groups. They play well together, sharing activities and supporting each other. Pupils of all ages know that adults take every opportunity to develop their self-esteem. Consequently, pupils develop into confident individuals and are well prepared for the next stage in their school life.

Welfare, health and safety of pupils

Pupils' welfare, health and safety are satisfactory throughout the school. The school has rectified the shortcomings outlined in the previous inspection report and it now meets all but one of the requirements for safeguarding pupils. The school's bullying policy is combined with the behaviour policy, but omits to provide adults with sufficient guidance on the different signs of bullying or the different types of bullying. It is unclear from the policy how bullying will be dealt with and the possible sanctions that the school may apply in such situations.

All other policies, including those for child protection, fire safety and first aid, are in place and reviewed regularly. While the undertaking of risk assessments is regular and findings are acted upon thoroughly, the recording of findings is not always sufficiently rigorous.

Pupils are involved in regular fire drills and all staff hold the relevant qualifications to ensure pupils are safe and cared for well. Recruitment checks on staff are thorough pupils are appropriately supervised around the school and as they move from the classroom to the playground. Pupils are clear about how to stay safe and have a strong understanding of the importance of healthy living.

The school has devised an equality policy but has not yet produced a three-year plan to fulfil the requirements of the Equality Act 2010.

Suitability of staff, supply staff and proprietors

The school has carried out the appropriate checks on the staff and proprietors to ascertain their suitability to work with children before confirming their employment. These checks are recorded on a single central register, as required.

Premises and accommodation at the school

The premises are fit for purpose and provide a safe and effective learning environment. Classrooms reflect pupils' achievements as well as providing useful information about current learning themes. Pupils are taught in two separate classrooms and have their own playground.

Provision of information

Most of the required information is provided, or made available, to parents, carers and others. Parents and carers receive regular information through emails, the school website and a noticeboard in each of the classrooms. In addition, parents have the opportunity to review their child's progress through twice-yearly parent-teacher meetings. A formal report is written by teachers at the end of each academic year which celebrates pupils' achievements. New and prospective parents receive a useful welcome pack. However, currently parents do not have sufficient information on how to contact the proprietor at any time.

The majority of parents who responded to the inspection questionnaire were supportive of the school.

Manner in which complaints are to be handled

The school has a complaints policy in place; however, this policy does not meet a number of regulations. For example, the policy is not made available to parents and does not make suitable provision for a parent to be accompanied to panel hearings.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure that there effective procedures to prevent bullying which have regard to the DfE guidance *Preventing and tackling bullying – advice for school leaders, staff and governing bodies* (paragraph 10).

³ www.legislation.gov.uk/uksi/2010/1997/contents/made.

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- ensure that parents are able to contact the proprietor during term time and holidays by providing a suitable address and telephone number (paragraph 24(1)(a)).

The school does not meet all requirements in respect of the manner in which complaints are to be handled (standards in part 7) and must:

- make the complaints policy available to parents (paragraph 25(b))
- ensure if the parents are not satisfied with the response to a written complaint, there is provision for the establishment of a hearing before a panel appointed by the proprietor of at least three people who have not been directly involved in the matters detailed in the complaint (paragraph 25(f))
- ensure that where there is a panel hearing of a complaint, there is provision that one person on the panel is independent of the management and running of the school (paragraph 25(g))
- ensure the procedure allows for parents to attend the panel hearing and, if they wish, to be accompanied (paragraph 25(h))
- ensure the complaints procedure provides for the panel to make findings and recommendations and the procedure stipulates that a copy of the findings and recommendations are: sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about and available for inspection on the school premises by the proprietor and the headteacher (paragraph 25(i))
- ensure that the procedure provides for written records to be kept of all complaints, including whether they proceeded to a panel hearing (paragraph 25(j))
- ensure that the procedure provides that correspondence, statements and records of complaints are to be kept confidential (paragraph 25(k)).

In order to comply with the requirements of the Equality Act 2010, the school should devise a three-year accessibility plan.⁴

⁴ www.legislation.gov.uk/ukpga/2010/15/contents.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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School details

School status	Independent		
Type of school	Primary		
Date school opened	1958		
Age range of pupils	4–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 18	Girls: 18	Total: 36
Number on roll (part-time pupils)	Boys: 1	Girls: 2	Total: 3
Number of pupils with a statement of special educational needs	Boys: 1	Girls: 0	Total: 1
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£0–£2,400		
Address of school	c/o Stonebridge Primary School Shakespeare Avenue London NW10 8NG		
Telephone number	020 8965 3585		
Email address	headlondonwelsh@hotmail.co.uk		
Headteacher	Mrs Menna George		
Proprietor	The London Welsh School Trust Limited		

21 May 2012

Dear Pupils

Inspection of Ysgol Gymraeg Llundain, London NW10 8NG

Thank you for the help that you gave us when we visited your school. We were very impressed by your excellent behaviour and attitude towards your work and each other. You all told us that you felt safe and enjoyed coming to school.

Your school is a satisfactory school. These are the things we liked best about your school.

- All adults keep you safe and encourage you to do your best and believe in yourself.
- You have a satisfactory curriculum, which is made interesting by the use of practical equipment and a range of trips and clubs.
- You make good progress in Welsh and in your social and personal development. Adults have created a caring, respectful atmosphere for you to learn in.
- You make satisfactory progress in English, mathematics and science as a result of satisfactory teaching and assessment.
- You have good opportunities to learn about a range of religions and cultures.

We have asked your school to improve by making sure that parents are provided with the relevant information about bullying and how to complain if they have any concerns. We have also asked your school to write a three-year equality plan that meets the requirements of the 2010 Equality Act.

You can help by continuing to work hard and enjoy the opportunity of learning in Welsh and English.

Yours sincerely

Susan Gadd
Her Majesty's Inspector