

Inspection of The Lloyd Williamson School

12 Telford Road, London W10 5SH

Inspection dates: 28–30 January 2020

Overall effectiveness

Inadequate

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Inadequate
Early years provision	Good
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	No

What is it like to attend this school?

Pupils told us that they feel safe at school. Nevertheless, leaders' lack of attention to regulations and legal requirements means they have not taken all the steps required to assure pupils' safeguarding and well-being.

Pupils have good attitudes towards their studies and school life. They receive a good quality of education, which enables them to know more and do more across a range of subjects. Classrooms are happy places where teachers promote learning well. This inspires pupils to achieve, including those with special educational needs and/or disabilities (SEND).

Leaders and all staff are keen for pupils to be the best they can. The family ethos of the school promotes pupils' personal development very well. The working relationships pupils have with their teachers and other adults promote a harmonious environment. Pupils learn, play and interact respectfully with each other, staff and visitors. Parents are generally positive about their child attending the school.

Pupils conduct themselves well around the school and during their lessons. Pupils in key stage 1 said that bullying sometimes happens but, when they tell their teachers, it stops. Older pupils expressed no concerns about bullying.

What does the school do well and what does it need to do better?

The proprietor and senior leaders, who also provide governance for the school, have not made sure that all the independent school standards are met. These include standards related to safeguarding and those relating to the school's premises.

The school's admission and attendance registers are not maintained effectively. Inspectors found some pupils' names and required information were missing from the admission register. Some pupils' attendance at school had not been recorded for over a week leading up to the inspection. The number of pupils on the attendance registers was below the number of pupils on roll recorded by the school on the admissions register. The room allocated to assist pupils who are sick or injured at the St. Charles Square site does not include washing facilities. Because of the safeguarding failings, the safeguarding and welfare requirements of the early years foundation stage are not met.

Notwithstanding these significant concerns, the school provides a good quality of education. The curriculum is broad. It is well matched to pupils' abilities and interests. Pupils with SEND have equal access to the learning activities on offer. After-school clubs, including sports, drama and chess, enrich pupils' experiences.

The curriculum is planned effectively, enabling pupils to learn in a logical way. This is the case in many subjects, including reading, writing and mathematics. Work is well matched to the needs of all pupils, including those with SEND. Teachers value the support they receive from the proprietor to assist their planning of the curriculum. This ensures that pupils build their knowledge and remember more over time.

The use of subject specialists, particularly at key stage 3, in science, languages and art is effective. Pupils benefit from their strong subject knowledge. However, leaders have only offered other staff limited support and coaching to help them improve further their knowledge and teaching practice with older pupils. This was particularly noticeable in mathematics, where it prevented pupils' further achievement.

The curriculum in the early years helps children develop well in all areas of learning. As a result, the learning and development requirements of the early years foundation stage are met.

Reading, including phonics, is taught effectively in Reception and in Year 1, although it is clear this has not always been the case. However, weaker readers, particularly in Years 2 and 3, do not always show secure use of phonetic skills when they come across a word they find challenging to read. They rely on staff telling them the word, rather than using their knowledge of letters and sounds to decode it themselves.

The provision for pupils' personal, social, health and economic education (PSHE) is strong. It includes guidance on healthy relationships, equality of opportunity and careers education. During a lesson visit, Year 9 pupils discussed with confidence the protected characteristics, such as age and race. All this work is effective in developing pupils' character and self-esteem. They demonstrate positive attitudes to their education and behave well in lessons. This helps them to learn well.

Opportunities to think about important moral and social issues are interwoven through the curriculum. Pupils gain an awareness of different cultures and religions. They receive opportunities to contribute to charities in the local community and

beyond. Year 2 pupils enjoyed discussing changing wrong actions into the correct ways to behave. Pupils are well prepared for life in modern Britain.

Leaders have ensured that the school is compliant with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are not effective.

The proprietor and other leaders have not ensured that procedures to safeguard children reflect statutory guidance. Leaders have not adopted safer recruitment procedures, including seeking appropriate checks and references for all staff appointments. The necessary checks have not been received for some staff employed from overseas.

Some staff are not up to date with their knowledge of current child protection guidance. Referrals have been made to the local authority for pupils in need of early help. However, the school's safeguarding policy does not detail all procedures to follow where there are concerns, for example peer-on-peer abuse. Despite being updated during the inspection, the safeguarding policy still does not reflect current government guidance.

Leaders do not identify all the risks associated with hazardous areas, events and off-site visits. Risk assessments are not thorough enough, including for the times when pupils attend the local adventure playground.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders must ensure that all the independent school standards and requirements of the early years foundation stage are met.
- Procedures for keeping pupils safe are weak. The proprietor and leaders need to rapidly strengthen the culture of safeguarding by ensuring that:
 - arrangements to keep pupils safe are in line with the latest guidance
 - all staff have read part one of 'Keeping children safe in education' (2019)
 - the safeguarding policy reflects current government guidance

- the single central record of staff checks meets statutory requirements and includes all necessary pre-appointment checks on all staff, including those appointed from overseas.
- Leaders must ensure that:
 - the procedures set out in the school’s health and safety and risk assessment policies are implemented effectively
 - comprehensive health and safety checks are routinely carried out to identify possible risks and actions to promote the welfare of pupils, including off-site visits
 - records of checks, potential risks and actions are robust and well kept
 - the allocated room located at St. Charles Square to assist with the medical needs of pupils includes washing facilities.
- Leaders must ensure that the school’s admission register is accurate and includes all the necessary information. Leaders must also ensure that the attendance registers match the admission register and are completed accurately every day.
- The support that teachers receive to develop their teaching practice varies, particularly in mathematics. This means that the well-planned curriculum is not always taught as effectively as it might be. Leaders must ensure that teachers are provided with training to develop their teaching, including in mathematics, so that pupils can learn and achieve even more.
- Some pupils, particularly the weaker readers, rely on staff to tell them how to say a word which they find challenging to read. This means that they do not use or develop their knowledge of letters and sounds as well as they should. Leaders need to ensure that all staff support the learning of phonics by ensuring that pupils are encouraged to sound out words for themselves, whenever possible.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child’s school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	132788
DfE registration number	207/6399
Local authority	Kensington and Chelsea
Inspection number	10123218
Type of school	Other independent school
School category	Independent school
Age range of pupils	1 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	76
Number of part-time pupils	0
Proprietor	Lucy Meyer
Co-principals	Lucy Meyer and Aaron Williams
Annual fees (day pupils)	£15,000
Telephone number	020 8962 0345
Website	www.lloydwilliamson.co.uk
Email address	admin@lws.org.uk
Date of previous inspection	31 October–2 November 2017

Information about this school

- The Lloyd Williamson School is a small independent day school located in the Royal Borough of Kensington and Chelsea.
- The school is located at two sites, which are close to each other. From Reception to Year 4, pupils are educated at 12 Telford Road. The site at St. Charles Square caters for pupils in Years 5 and 6 and secondary pupils.
- The school was opened and registered in April 2000 to cater for pupils from ages one to 14 years.
- The school's previous standard inspection took place on 31 October–2 November 2017, when its overall effectiveness was judged as good.
- Following the last inspection, in February 2018 the registration authority granted an increase in the age range for this school, from one to 14 years to one to 16 years.
- The inspection involved children in Reception to Year 9. There were no pupils in Years 10 and 11 during the inspection.
- The school is operated by Lloyd Williamson Schools Ltd. The proprietor also operates three nursery provisions:
 - Lloyd Williamson Nursery is located at 12 Telford Road
 - Lloyd Williamson Nursery Kensington is based at the Essex Unitarian Church, Palace Gardens Terrace, London
 - Lloyd Williamson Pre-School Kensington is situated at 112 Palace Gardens Terrace, London.
- The school does not have any provision for two-year olds. There is a nursery located in the same building, which had its own separate inspection in September 2019. The inspection report can be found on the Ofsted website.
- The school does not use any alternative provision. It does not use any off-site unit.
- The school's ethos is to 'foster individuality, initiative and a love of learning'.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We worked closely with the proprietor, who is also the co-principal, and with the senior administrator, throughout the inspection.
- Prior to the inspection, a telephone conversation was held with the proprietor regarding the school's quality of education. Additional meetings were held on site, including with the co-principal and teachers.
- We focused deeply on reading, mathematics, science and PSHE. We visited classes, looked at pupils' work and held conversations with pupils and teachers.
- To inspect safeguarding, we reviewed a range of documentation, including the school's safeguarding policy and records of pre-employment checks for staff. We met with the designated lead for safeguarding, who is also the proprietor. We checked staff's safeguarding training. We spoke with staff to find out their understanding of their safeguarding duties.
- We reviewed many aspects of the school's work, including the school's self-evaluation, information on attendance, behaviour and pupils' wider personal development.
- We checked the school's compliance with the independent standards. This included a tour of both sites with the proprietor and scrutiny of risk assessments compiled by the school.
- We considered the views of staff and pupils through meetings and informal discussions carried out around the school.
- We visited the local adventure park with the pupils during their lunchtime.
- There were no responses to the pupil survey and staff survey. We considered 15 responses to the Ofsted online parental questionnaire, Parent View.

Inspection team

Rosemarie Kennedy, lead inspector	Ofsted Inspector
Angela Corbett	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that—
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that—
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if—
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e).

Part 5. Premises of and accommodation at schools

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including—
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

Early Years Foundation Stage

- Safeguarding and welfare requirements.
- As per paragraphs 3.65 and 3.7, 'Statutory framework for the early years foundation stage', 2017.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020

