

# Inspection of The Lloyd Williamson School Foundation

12 Telford Road, Ladbroke Grove, London W10 5SH

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Inspection dates: 21 to 23 June 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

The headteacher has created a school in which staff are ambitious for pupils and make sure that pupils feel valued. Leaders and staff take an interest in every pupil as an individual and nurture their personalities. Staff make sure that each pupil is noticed and their achievements celebrated.

Pupils are inquisitive and curious. They learn to question, contribute to discussions and help each other out in lessons. The range of subjects and wider opportunities enable pupils to grow into confident young people who are well prepared for the next stage of their education.

Pupils are safe. They behave well and adults take action if there are any behavioural incidents. Bullying is rare but pupils trust adults to deal with it. Pupils learn about respect for diversity and difference as part of the school's core values. Pupils appreciate highly the friendliness of the school and the supportive class communities in which they belong.

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

Leaders have ensured that the curriculum is ambitious and well planned. Pupils learn a wide range of subjects including French, Spanish and Latin. Leaders make sure that the curriculum for older pupils is personalised so that pupils can follow their interests in public examination classes. Pupils really appreciate that leaders go the extra mile to find courses which suit their needs and interests. Pupils achieve well.

There are many strengths in how the curriculum is delivered. Staff have strong subject knowledge and they sequence work well so that it builds on pupils' prior learning. Staff break down new work into chunks to help pupils to learn more and remember more over time. They adapt their teaching to meet the needs of all pupils, including those with special educational needs and/or disabilities. Teachers check that pupils understand new subject content and use this information to support pupils who fall behind.

Staff develop a professional rapport with pupils, which promotes a positive learning environment in the classroom. Pupils ask questions readily of staff and listen to each other. Leaders have high expectations of pupils' conduct. Pupils behave well in class so that learning is not disrupted.

Phonics is well planned. Staff model sounds well and provide many fun opportunities for pupils to practise the sounds they hear, including in Reception. Staff support weaker readers well. They help them to blend sounds and adjust the pace of their reading for punctuation. Leaders ensure that reading has a high profile. Both school sites have extensive library collections and comfortable spaces in which to read. Pupils read widely.

However, opportunities are limited for staff to continually develop their professional expertise and to keep up to date with the subjects they teach. Staff do not have many opportunities to learn from others.

Leaders have planned the wider curriculum well and pupils enjoy a range of personal development opportunities. In particular, the school develops pupils' character well, in line with the school ethos. There is a focus on kindness, listening to others and on pupils finding and following their passion, which starts in Reception. Pupils are taught about finance, relationships and equality and diversity. Leaders work with a wide range of organisations to ensure that pupils have impartial careers information and advice, including apprenticeships as well as academic options.

Leaders have a clear vision for the school. They are committed to continually developing and improving all aspects of the school's work. They are focused on pupils' individual needs and sustain a nurturing environment so that pupils' experience of school is positive and enjoyable. Staff said that leaders are supportive and approachable. The staff work well as a team. All the independent school standards and the statutory requirements of the early years foundation stage are met. The school complies with schedule 10 of the Equality Act 2010. Leaders have implemented the statutory guidance on relationships and sex education (RSE).

The headteacher, who was the previous sole proprietor, is in the process of developing the role of the proprietor body. This work is in its early stages. At present, this group is focusing on overseeing finance, including bursaries. However, their work does not contribute more widely to setting the strategic direction of the school or overseeing the quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained, know how to identify concerns and are confident to report these. Leaders work hard to ensure that pupils get the help they need. Leaders make sure that all the required checks on staff are completed and recorded. The school has a suitable safeguarding policy, which is published on the school's website for parents.

Pupils feel safe in school and have a member of staff they can go to if they need help. Pupils learn how to keep themselves safe online. They learn about safe and respectful relationships in an age-appropriate way. Leaders have created a strong culture of safeguarding in line with the school's values.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- There is some inconsistency in the extent and quality of staff training to deliver the curriculum. This means that the delivery varies across subjects and affects

how well pupils learn key ideas. Leaders should ensure that staff have appropriate training to keep up to date with their subject and pedagogy, and have opportunities to learn from others.

- The full range of governance functions are not in place because the proprietor body, the Lloyd Williamson School Foundation, is relatively new. The proprietor and leaders should ensure that those responsible for governance fulfil their roles effectively to strategically lead the school and maintain clear oversight on the quality of education.

## **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 information from Ofsted Parent View 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

<b>Unique reference number</b>	132788
<b>DfE registration number</b>	207/6399
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10239960
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	1 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	84
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	The Lloyd Williamson School Foundation
<b>Chair</b>	Lucy Meyer
<b>Headteacher</b>	Lucy Meyer
<b>Annual fees (day pupils)</b>	£17,550
<b>Telephone number</b>	020 8962 0345
<b>Website</b>	<a href="http://www.lloydwilliamson.co.uk">www.lloydwilliamson.co.uk</a>
<b>Email address</b>	<a href="mailto:admin@lws.org.uk">admin@lws.org.uk</a>
<b>Date of previous inspection</b>	28 to 30 January 2020

## Information about this school

- Since the last full inspection, the headteacher as the previous proprietor has set up the 'The Lloyd Williamson School Foundation' to be the proprietor body for the school.
- The school has two sites within walking distance of each other. The school's registered address is at 12 Telford Road, London W10 5SH. The Reception class and Years 1 to 5 attend on this site, which also houses the Nursery. The Nursery has a separate registration. Years 6 to 11 are based at St Charles Square, London W10.
- Pupils in Year 10 and 11 are entered mainly for IGCSEs (International GCSEs) for public examinations.
- In a very few cases, younger children are admitted to Reception. A very few pupils are older than 16 by the end of the school year. The proprietor has asked the Department for Education (DfE) to change the school's registration in relation to the age range of pupils. It has asked to change the age range from one to 16 to age three to 17.
- Pupils attending the Telford Road site visit Athlone Gardens, Portobello Road W10 for recreation at lunchtime. Pupils use the facilities at Kensington Memorial Park, St Mark's Road W10 for physical education.

## Information about this inspection

Inspectors 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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher, the lead administrator and other members of staff.
- The lead inspector discussed the work of the trustees with the headteacher (the previous proprietor) and looked at documentary evidence of their work.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, personal, social, health and economic (PSHE) education and art. Inspectors met with subject leaders, visited classes, looked at subject plans and pupils' work. They met with pupils, listened to pupils read and held discussions with staff.

- Inspectors visited classes in music, history, computing, science and film studies, and talked to four groups of pupils about their work and their views of the school.
- Inspectors met with the leader with responsibility for safeguarding (the headteacher) and reviewed the single central record of pre-employment checks. Inspectors talked with staff about the impact of their safeguarding training and to pupils about how safe they feel in school.
- An inspector accompanied pupils and staff on a visit to the recreational space at Athlone Gardens.
- Inspectors did not make a judgement about the early years because there were too few children in the provision.

### **Inspection team**

Janet Hallett, lead inspector

Ofsted Inspector

David Radomsky

Her Majesty's Inspector

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