

# Inspection of Ysgol Gymraeg Llundain, London Welsh School

Hanwell Community Centre, Westcott Crescent, Hanwell, London W7 1PD

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Inspection dates: 24 to 26 January 2023

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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	Good
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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?**

Pupils, their parents and carers, as well as staff, described this school as one extended family. Every year, all pupils, parents and staff enjoy a residential visit together in Wales. Pupils are very happy at this school, and staff keep them safe.

Staff have high expectations for all pupils. They want them to work hard and behave well so that they can flourish socially and in their learning. Pupils study a broad range of subjects and gain proficiency in both English and Welsh.

Pupils and adults enjoy positive and respectful working relationships. Pupils behave well and are kind. When they have an occasional tiff, and should any bullying occur, staff react quickly. They help the two parties to reconcile their differences and rebuild constructive relationships.

Staff pay close attention to developing pupils' character, and they encourage pupils to be ethical and informed. For example, pupils were taught about the impact of plastic pollution in the seas. Their understanding was reinforced by a visit to a City of London water day. This included a presentation by an environmentalist. Pupils thought about and discussed how they could take responsibility to recycle and reduce their use of plastic.

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

Leaders make sure that pupils experience an ambitious, broad curriculum. It covers all the requirements of the independent school standards. In designing the curriculum, leaders draw from elements of the English national curriculum and early years foundation stage framework. They also deliver many parts of the new Welsh curriculum.

Leaders prioritise teaching pupils to read in both Welsh and English. Trained staff deliver well-sequenced phonics programmes. In both languages, the books that pupils use for practising their reading are matched to the sounds that they have learned. Staff assess pupils' progress and give extra help to those who need to catch up. As a result, pupils learn to read with equal confidence and fluency in both English and Welsh.

In most subjects, teachers deliver a well-sequenced curriculum. It logically builds pupils' knowledge step by step and enables them to achieve well, from early years through to Year 6. Teachers create a positive learning environment. They use well-chosen resources to support their teaching. They check pupils' understanding often. They use the information gleaned to identify gaps and misconceptions. Teachers address these. They also give bespoke feedback to help pupils learn from their mistakes.

Staff are at the early stages of thinking and planning how to ensure pupils meet some of the end goals of the new Welsh curriculum, especially in subjects other

than English, Welsh and mathematics. This means that in a few cases, pupils are not routinely acquiring enough deep subject-specific knowledge. This is because leaders have not considered exactly what key knowledge they want pupils to know and remember in those subjects.

Leaders are committed to inclusion. The support that staff give pupils with special educational needs and/or disabilities (SEND) is strong. Leaders work with staff, parents and therapists to set targets and plan support for these pupils. As a result, pupils with SEND receive bespoke help and can access the same curriculum as their peers. They are also included in all other aspects of school life.

Pupils are curious, keen to learn and want to succeed. These positive attitudes contribute well to supporting them to attain new knowledge. Occasionally, some pupils get a bit exuberant in class. Teachers are effective at dealing with this so that lessons can continue without further interruption.

Leaders and staff provide pupils with many enrichment opportunities. Every year, pupils visit the Houses of Parliament and meet the Speaker of the House of Commons. This visit aims to support pupils' understanding of democracy. All pupils attend an after-school club. They are helped to plan their entries for the Welsh Urdd Eisteddfod competitions. According to their interests and talents, they can choose from a broad range of activities to specialise in. For example, these include singing solos, writing stories, theatrical presentations and pottery. Visitors such as chefs, authors, book illustrators and an arctic explorer all aim to broaden pupils' experiences. Through the curriculum, pupils are taught about how to establish healthy and positive relationships. The requirements for relationships and sex education are followed.

Staff said that their workload is manageable. They value the openness and approachability of leaders and the way they care for staff well-being.

The proprietor body is aware of its statutory duties. However, its focus recently has been on securing the future viability of the school. As a result, compliance with a few minor aspects of some independent school standards slipped, with a few requirements unmet at the start of the inspection. These were quickly addressed by leaders during the inspection. Leaders have now commissioned an external agency to carry out an annual audit to strengthen their oversight of compliance with the independent school standards. Leaders ensure that the statutory requirements of the early years foundation stage are met.

The accessibility plan complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

In this very small school, staff know all the pupils and their families well. If they notice any worrying signs, they report these to leaders. Leaders know who to

contact to get help for pupils or parents who need support with safety or welfare. Leaders have suitable arrangements in place to vet applicants to check that they are suitable to work with pupils.

Pupils are taught about risk, such as when using social media. They have trusted adults they can speak with if worried and can post concerns in the worry box.

The school's safeguarding policy is published on its website. It complies with the latest statutory guidance.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- In some foundation subjects, leaders have not identified what precise knowledge they want pupils to know and remember. This means that pupils do not routinely gain deep subject-specific knowledge across the curriculum. Leaders should identify precisely what key knowledge they want pupils to master and when, starting from the early years through to Year 6. They should make sure that teaching focuses sufficiently well on supporting pupils to retain and build on their prior knowledge.

## **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.

## School details

<b>Unique reference number</b>	101573
<b>DfE registration number</b>	307/6007
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10254636
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	8
<b>Number of part-time pupils</b>	1
<b>Proprietor</b>	The Welsh Schools Trust Limited
<b>Chair</b>	Glenys Roberts
<b>Headteacher</b>	Tracey O'Brien
<b>Annual fees (day pupils)</b>	£4,158
<b>Telephone number</b>	020 8575 0237
<b>Website</b>	<a href="http://www.ysgolgybraegllundain.co.uk">www.ysgolgybraegllundain.co.uk</a>
<b>Email address</b>	<a href="mailto:info@ysgolgybraegllundain.co.uk">info@ysgolgybraegllundain.co.uk</a>
<b>Date of previous inspection</b>	18 to 20 September 2018

## Information about this school

- Since the last standard inspection in September 2018, there have been several changes in school leadership. The current headteacher took up her post in January 2023, a few weeks before this inspection. The current chair of the proprietor body was appointed in September 2021.
- The school is registered for up to 40 pupils in the age range of four to 11 years. Since the last inspection, there has been a significant drop in the number on roll. Currently, there are eight pupils on roll. There are no pupils in Years 1, 2, 3 and 6.
- Leaders do not make use of any alternative 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 and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and personal, social, health and economic education. Inspectors held discussions with leaders and teachers, visited lessons, looked at examples of pupils' work and held discussions with pupils. Inspectors also considered other subjects as part of the inspection.
- Inspectors spoke with the headteacher, other senior leaders, the chair and two other directors of the proprietor body. Inspectors also reviewed arrangements for maintaining the safety and suitability of the premises used by the school.
- Inspectors reviewed a range of documentation, including information related to safeguarding and the checks carried out before the appointment of staff. Inspectors looked at records of pupils' behaviour.
- Inspectors scrutinised a range of documents and policies and toured the school site to check compliance with the independent school standards.
- Inspectors had formal meetings with staff and with pupils. They also spoke with some parents at the start of the school day. They took account of the responses to Ofsted's online survey, Ofsted Parent View, and the staff and pupil surveys.

## **Inspection team**

David Radomsky, lead inspector

His Majesty's Inspector

Nick Hitchen

Ofsted Inspector

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