

The Welsh School, London

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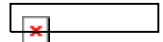
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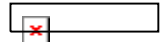
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Introduction and summary

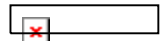


Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school



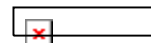
Ysgol Gymraeg Llundain (The Welsh School, London) was founded in 1958 with the aim of providing an education in the Welsh language for the Welsh community in London. The school is maintained by The Welsh School Trust. A new management group has recently been established comprising representatives from the board of trustees, board of governors, staff and parent-teacher association.

The school's curriculum is based on the English National Curriculum, but pupils in the Foundation Stage and in Key Stage 1 are taught through the medium of Welsh. In Key Stage 2, 70% of the curriculum is taught in Welsh, and 30% in English. The school is partly funded by the Welsh Language Board. Parents are asked to contribute financially to the running of the school, but no pupil is refused on the grounds of inability to pay.

Since its foundation, the school has been situated on a number of different sites in London. In December 2004, the school moved to its present accommodation in part of Stonebridge Primary

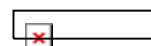
School, Brent. At the time of the inspection there were 15 pupils on roll, of whom two were part-time.

Summary of main findings



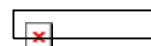
The Welsh School, London, is a school with many good features. It meets most of the statutory requirements. Overall, provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' behaviour is also very good. The schools' curriculum provides suitable opportunities for all pupils to learn and make progress. A particular strength of the curriculum is the emphasis it gives to responding to the individual needs, especially linguistic needs, and abilities of each pupil. The quality of teaching is generally good in the Foundation Stage and Key Stage 1. In Key Stage 2, the quality of teaching is satisfactory overall. On occasion in Key stage 2, lesson plans are not fully implemented, and pupils are not sufficiently challenged.

What the school does well



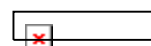
- it is successful in fulfilling its main aim of providing 'a bi-lingual Welsh education outside Wales';
- its curriculum is broad and balanced, and pupils' experiences are greatly enriched by the opportunities provided to learn through the languages of both Welsh and English;
- pupils' standards of achievement in the Foundation Stage and Key Stage 1 are at least satisfactory and are often good;
- throughout the school, the quality of pupils' responses in Welsh is generally very good;
- the very good standard of pupils' behaviour is apparent in lessons and in all aspects of the life of the school; and
- provision for pupils' spiritual, moral, social and cultural development is very good.

What the school must do in order to comply with the regulations



- arrange for a risk assessment under the Fire Precautions (Workplace) Regulations 1997 to be carried out by the Fire Authority; and
- ensure that all parents and other adults who voluntarily supervise pupils in the school have been subject to a check by the Criminal Records Bureau.

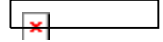
What the school must do to comply with the Disability Discrimination Act (DDA) 2002



In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

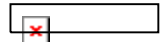
Next steps



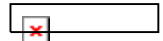
Whilst not required by the regulations, the school might wish to consider the following points for development:

- ensure that the quality of teaching is consistently good throughout the school; and
- ensure that lesson plans in Key Stage 2 are fully implemented, and that pupils are sufficiently challenged and achieve their full potential.

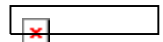
Compliance with the regulations for registration



1. The quality of education provided by the school



The quality of the curriculum



The school is successful in fulfilling its main aim of providing 'a bi-lingual Welsh education outside Wales'. The curriculum is broad and balanced, and pupils' experiences are greatly enriched by the opportunities provided to learn through the languages of both Welsh and English. The curriculum is based on the National Curriculum as it applies in England, with the teaching of Welsh based on the National Curriculum as it applies in Wales.

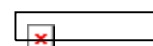
Upon entry to the school, pupils are either bilingual in Welsh and English, or have English as a first language. In the Foundation Stage and Key Stage 1, the whole of the curriculum is taught in Welsh. English is introduced as a discrete subject and as a teaching medium in Key Stage 2. Pupils are taught English, English literacy, aspects of numeracy, and science in the English language. The remaining subjects (about 70% of lessons) are taught in Welsh. As well as providing experiences in a wide range of areas of learning, the bi-lingual teaching of the curriculum in Key Stage 2 enables pupils to continue their secondary education through the medium of English or Welsh.

There is a clearly written curriculum policy supported by suitable plans and schemes of work. The policy gives appropriate emphasis to developing pupils' language skills, especially in speaking and listening. Overall, the curriculum provides suitable opportunities for all pupils to learn and make progress. A particular strength of the curriculum is the emphasis it gives to responding to the individual needs, especially linguistic needs, and abilities of each pupil. Teachers' plans and schemes of work are detailed and clearly reflect the school's curriculum policy. The curriculum is implemented effectively, but in a few instances in Key Stage 2, the work that pupils do in a lesson does not reflect fully the work set out in the lesson plan. Consequently, they do not achieve as well as they could.

The ethos of the school is clearly reflected in its weekly lessons in personal, social and health education. In addition, pupils have good opportunities to develop their personal and social skills in the school's daily routines, especially during play and at lunchtime, when older pupils help and look after younger pupils.

There is suitable curriculum provision for pupils who are below compulsory school age. They experience a good range of activities based on the 'Early Learning Goals'. A nursery group, affiliated to Mudiad Ysgolion Meithrin (the Welsh Nursery Movement) comes into the school on Tuesday, Wednesday and Thursday mornings. This further enriches the experiences of the youngest pupils. They enjoy opportunities to play, socialise and sing together through the medium of Welsh with the children in the nursery group.

The quality of the teaching and assessment



During the inspection, half of the lessons were good, and the remainder were satisfactory. Pupils' achievement in the Foundation Stage and Key Stage 1 is at least satisfactory and is often good. In Key Stage 2, pupils' achievement is satisfactory. Throughout the school, the quality of pupils' responses in Welsh is generally very good.

Teachers are very effective in encouraging pupils to behave responsibly. The high standard of pupils' behaviour is apparent in lessons and in all aspects of the life of the school. Pupils understand what is expected of them and apply themselves well to work. They are confident learners who are keen to share their work and proud of their achievements. Pupils are keen to learn and are encouraged to think for themselves and take responsibility. Written and practical tasks are completed in good time.

The quality of teaching is generally good in the Foundation Stage and Key Stage 1. Younger pupils make good progress in acquiring new knowledge and understanding and in developing subject skills. In Key Stage 2, the quality of teaching is satisfactory overall. In some activities, older pupils are not clear about what is expected of them. On occasion, they are not shown how to improve their performance and achieve their full potential.

Teachers know their pupils well and in general plan work that is suited to their needs. In the Foundation Stage and Key Stage 1, lessons are well planned, and for the class of younger pupils, activities are well matched to pupils' aptitudes and stages of development. For example, the pupils are given a wide range of stimulating practical activities. Teachers encourage pupils to apply their knowledge and understanding. They provide good opportunities for pupils to think and learn for themselves. Teachers demonstrate appropriate knowledge of the subjects they teach. The headteacher uses effective teaching methods and strategies, and pupils enjoy a good range of stimulating practical activities. A strength of the teaching in the class of younger pupils is the unobtrusive support which the headteacher provides in reinforcing and developing pupils' understanding and fluency in Welsh. The quality of lesson planning in Key Stage 2 is uneven, but has improved in response to the support provided by the headteacher in monitoring teaching and learning. In some lessons in Key Stage 2, activities are not managed as effectively as they might be. There is sometimes a lack of challenge in the tasks set and the pace of work is too slow.

The range and quality of classroom resources are satisfactory. There are adequate books, materials and equipment to support the curriculum, including information and communication technology (ICT). The quality of resources to support Welsh-medium provision is good. Teachers use available resources effectively. In Key Stage 2, pupils use ICT to enhance their understanding, for example by using music software to develop skills in composing.

The school has an appropriate framework to evaluate pupils' progress and performance. Assessment information is used well in the class of younger pupils in planning the work. The

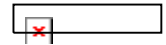
progress of older pupils is recorded carefully.

The assessment framework enables pupils' progress to be evaluated against the aims of the school. The school also uses national tests at the end of Key Stage 2 to measure pupils' relative attainment. In 2004, the school's results in the end of Key Stage 2 national tests were good. The two pupils who sat the tests achieved Level 4 or above in Welsh, English, mathematics and science. The head teacher has recently introduced a recording system to track pupils' progress throughout the school, but this is in an early stage of development. Annual reports to parents provide them with appropriately detailed information about their children's progress in relation to the programmes of study of the National Curriculum.

Does the school meet the requirements for registration?

Yes.

2. The spiritual, moral, social and cultural development of pupils



The school's statement of aims and objectives includes specific references to pupils' moral, social and cultural development. These are:

- to enjoy two different cultures;
- to ensure that all pupils have equality of opportunity;
- to develop responsibility and self-discipline in all pupils;
- to establish a school of which everyone is proud and within which everyone can work together; and
- to foster and develop good relationships with the community.

The school meets these objectives well. As well as being successful in fulfilling its main aim of providing 'a bi-lingual Welsh education outside Wales', the school is particularly effective in enabling pupils to develop self-esteem and self-confidence. In lessons, at playtimes and lunchtime, pupils show respect to one another and to adults. They respond well to opportunities to take the lead. During the inspection, one of the youngest pupils sang a Welsh song on her own with great confidence and enjoyment to an appreciative audience of children in the nursery group and her own class.

Overall, provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual development is fostered in the school's weekly act of collective worship. At the end of each morning and afternoon session, pupils say short prayer together. Pupils also attend assemblies in the nearby primary school.

The school enables pupils to tell right from wrong. They listen attentively and courteously to adults, and respond to instructions and requests promptly. Pupils treat one another with respect. The school is a warm, caring community in which all pupils are valued. They willingly accept responsibility in lessons and in the general life of the school.

Pupils gain a good knowledge of institutions and services in England, and also their equivalents in Wales. Pupils enjoy educational visits which support their knowledge of institutions in England and Wales. In the summer, all pupils have the opportunity to enrich their understanding of Wales and the Welsh language at a residential camp in Llangrannog, Ceredigion.

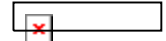
The school has developed good links with the nearby primary school which has a large proportion of pupils from a variety of ethnic backgrounds. Pupils in the Welsh School have regular opportunities to visit the school and experience cultural diversity. This, combined with pupils' knowledge and

understanding of the Welsh culture, enables them to acquire an appreciation of their own and other cultures.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of the pupils



Provision for the welfare, health and safety of the pupils is satisfactory overall. The school has written policies on anti-bullying, child protection, and health and safety. The school also has a policy and guidelines on health and safety for educational visits. In each of these policies, due regard is paid to the relevant Department for Education and Skills publications.

The school's written policy on behaviour sets out appropriate sanctions in the event of misbehaviour. There have been no serious disciplinary offences since the present headteacher has been in post, but the school is prepared to keep written records of any should they occur.

A satisfactory First Aid policy is in place. Until recently the headteacher had an appropriate First Aid qualification, but this has now expired. The school is alert to particular medical conditions, such as allergies, for which staff have received suitable training and guidance.

The school has not yet completed a fire risk assessment as required. The school makes appropriate arrangements to carry out regular fire practices. Pupils are supervised appropriately at all times. The teaching staff supervise the pupils in the outdoor play area at break times, and parents supervise on a rota during lunch-times.

The school maintains an admission register and attendance register in accordance with the Education (Pupil Registration) Regulations 1995.

Does the school meet the requirements for registration?

The school meets most of the requirements.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

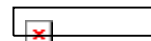
- arrange for a risk assessment under the Fire Precautions (Workplace) Regulations 1997 to be carried out by the Fire Authority (paragraph 3(5)); and
- ensure that the head teacher has an appropriate First Aid qualification.

What does the school need to do to comply with the DDA?

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

4. The suitability of the proprietor and staff



The staff have appropriate teaching qualifications and Qualified Teacher Status.

The school has ensured that appropriate checks have been carried out on all staff under contract of employment prior to the confirmation of their appointment. However, it does not carry out the required checks on parents and other helpers who voluntarily supervise pupils in the school.

Does the school meet the requirements for registration?

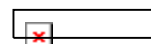
No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- ensure that all parents and other adults who voluntarily supervise pupils in the school have been subject to a check by the Criminal Records Bureau (paragraph 4(b)).

5. The suitability of the premises and accommodation



Overall, the premises are suitable and the quality of accommodation is good. The school is located in a building previously used as a nursery unit of the adjoining Stonebridge Primary School. The Welsh School Trust rents this accommodation from Stonebridge Primary School. The purpose-built premises provide reasonable resistance to penetration by rain, snow, wind and moisture from the ground. The building is single-storey and allows easy access for all pupils, including those with special needs, should this be necessary.

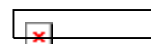
Pupils in the Foundation Stage and Key Stage 1 are taught in an open plan area in the centre of the building. Pupils in Key Stage 2 are taught in a separate classroom. Both areas are small, but are adequate for the number of pupils currently on roll. Another room, used by the youngest pupils and pupils in the nursery group, may also be used accommodate pupils who are ill. There are adequate washroom facilities for staff and pupils, and a kitchen for use by the staff.

All areas are maintained in an orderly, clean and hygienic state. The standard of decoration is good. Flooring throughout the building is adequate, but the headteacher has identified the need to replace the carpet in the entrance and provide non-slip flooring for the wet area. Heating, lighting, ventilation and sound insulation are good. The furniture and fittings are appropriate for the ages and needs of the pupils.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents and other partners



The school's comprehensive prospectus contains contact details for the school and the name of the headteacher. The school has no board of governors, but the name and address of the chair of the management group is provided. The prospectus outlines the school's history and ethos, and provides information about the school's admission and discipline policies.

The school has produced an appropriate range of documents that provides details about the curriculum. Also, there are policy documents on bullying, child protection, health and safety and behaviour. The prospectus states that all these documents are available to be viewed by parents on request, as are particulars of academic performance during the preceding school year and details of the qualifications of teaching staff.

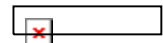
The school has a comprehensive complaints policy that details both informal and formal procedures. No complaints were registered under the formal procedures last year.

A helpful annual written report of progress and attainment is provided for the parents of each registered pupil in each of the main subjects taught.

Does the school meet the requirements for registration?

Yes.

7. The effectiveness of the school's procedures for handling complaints

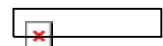


The school has a written complaints procedure which is available to parents of pupils and prospective pupils on request. The document fulfils all the requirements. It sets out informal and formal procedures, including provision for a panel hearing in cases where parents are dissatisfied with the written response to the formal complaint. Confidentiality is guaranteed by the policy.

Does the school meet the requirements for registration?

Yes.

School details



Name of school:	The Welsh School, London		
DfES ref number:	304/6065		
Type of school:	Welsh primary		
Status:	Independent		
Age range of pupils:	3 - 11 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 9,	Girls 4,	Total 13
Number on roll (part-time pupils):	Boys 1,	Girls 1,	Total 2
Number of pupils with a statement of special educational need:	Boys 0,	Girls 0,	Total 0
Annual fees (day pupils):	£1,950		
Address of school:	c/o Stonebridge Primary School		

E-mail address: cymraeg@llundain.freeserve.co.uk
Telephone number: 0208 965 3585
Fax number: 0208 965 3585
Headteacher: Miss E A James
Proprietor: The Welsh School Trust
Chair of the governing body: Mrs Elinor Delaney
Lead Inspector: Robert Swain HMI
Dates of inspection: 31 January - 3 February 2005

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