

Ysgol Gymraeg Llundain, London Welsh School

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

Inspection dates

18–20 September 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have worked well together since the previous inspection to address the school's weaknesses. This is a school which continues to improve.
- Leaders' systematic school improvement and monitoring activities are well established. However, their findings are sometimes descriptive and do not evaluate the impact of their actions.
- The unique nature of this bilingual school is valued by staff, parents, carers and pupils.
- Effective teaching across the school ensures that pupils make good progress over time. However, in some years groups, boys and girls do not progress at a similarly rapid rate.
- Pupils achieve extremely well in their Welsh studies. Pupils also achieve well in English, although progress in reading is not consistently strong throughout the school. This is also the case for mathematical reasoning.
- Pupils are kept secure and safe in the school. They have an excellent understanding of how to keep themselves out of danger.
- Pupils' behaviour and positive attitudes are exemplary. They model the school's values particularly well. They attend school regularly and are rightly proud of their school.
- The range of subjects offered to pupils is broad and balanced and is supplemented by a wide range of clubs and activities.
- Governance arrangements have significantly strengthened. Governors regularly check the school's compliance with the independent school standards and continually challenge leaders about the school's effectiveness.
- The early years provision is good. Children make good progress in the Nursery and Reception Years. Arrangements for safeguarding are thorough. The outdoor space for children requires further development.
- The school actively promotes pupils' spiritual, moral, social and cultural development. Fundamental British values are taught well through the curriculum.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Strengthen leadership further by sharpening systems to monitor and review the school's effectiveness, consistently evaluating the impact of actions taken.
- Improve pupils' outcomes by:
 - making sure that boys and girls make equally strong progress across subjects
 - maintaining a sharp focus on developing pupils' English reading skills across the school and making sure that the books pupils read are suitably challenging
 - securing consistent progress across the school in pupils' mathematical reasoning skills.
- Improve the quality of the early years outdoor space so that it matches that found in the early years classroom.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have worked conscientiously to raise standards. They have created a school which is very popular with parents and which enables pupils to succeed in their studies. All but a very few parents completed Ofsted's online survey, Parent View, and all of those who responded would recommend the school.
- Since the previous inspection, the lead teacher and the acting lead teacher have tightened up on procedures for monitoring the school's effectiveness. For example, they can confidently talk about the impact of additional support and intervention, and how there are helping different groups of pupils make good progress. However, some aspects of the self-evaluation summary describe what has been found, rather than evaluating its effectiveness.
- Using their accurate knowledge, leaders have produced a comprehensive school improvement plan which ties in well with their self-evaluation processes. These systems enable leaders to be self-critical and ensure that governors hold them to account for their actions.
- The inspector agreed with the judgements senior leaders made about the school's effectiveness in all areas.
- The senior leaders have gained the respect of staff in this small school. They are supportive of one another and share the school's vision. Responses to the staff questionnaire were overwhelmingly positive.
- Teaching is managed well, and leaders encourage teachers to discuss teaching strategies with each other and to share good practice. Teachers have access to a suitable range of training opportunities, both in and outside the school. They are encouraged to visit other schools and to share good practice upon their return. This has contributed towards teaching becoming more effective.
- Leaders regularly observe teachers, both formally and informally. These observations lead to meaningful discussions about individual teachers' performance, and help to identify whole-school and individual training needs.
- The school's curriculum, which is based on that found in Wales, meets the needs of pupils well and secures good outcomes. Schemes of work are based on the national framework for literacy and numeracy. The curriculum covers all aspects that are requirements of the independent school standards and is broad and balanced.
- The curriculum is supplemented by a range of stimulating activities. This includes an annual residential session in Wales for the whole school, which develops pupils' social and team-building skills. Pupils actively participate in a wide range of clubs, including singing and modern foreign languages, and leaders monitor participation to ensure that no pupils are disadvantaged by not taking part.
- The school promotes pupils' spiritual, moral, social and cultural development very well through assemblies and personal, social, health and economic education sessions. The Welsh curriculum strongly develops pupils' understanding of Welsh culture but not at the expense of other cultures worldwide. One parent commented: 'They have friends of all

nationalities, cultures and religions. They are not insular in their outlook.'

- Pupils also have a strong understanding of fundamental British values. They model these values on a daily basis and leaders acknowledge this through a popular rewards system. Pupils have contributed towards writing the school rules, they raise funds for local and national charities and they have visited the Houses of Parliament.
- Leaders successfully promote equality of opportunity and make children aware of people who have protected characteristics under the Equality Act (2010). For example, pupils are able to talk respectfully about people who have special educational needs (SEN) and/or disabilities, older people in society and same-sex relationships.
- The school has effective systems in place to communicate with parents. In addition to having an active parents' association, informative newsletters are sent home regularly, which celebrate pupils' achievements through descriptive articles and colourful photographs.
- Leaders report on pupils' progress regularly and parents appreciate the termly opportunities to meet with their child's teacher face to face. One parent wrote in their response to Parent View: 'We are kept well informed about all aspects of the school, and parental involvement is welcomed.' Such positive views are typical of the vast majority of parents.

Governance

- Governance of the school is through the board of directors. Effective governance has ensured that all of the independent school standards are met.
- Between them, members of the board of directors have a good range of skills and experience which enable them to ask pertinent questions of the lead teacher and to interpret information on pupils' achievement. Scrutiny of minutes of meetings shows that there is an appropriate degree of challenge to and support for leaders in the school.
- The board of directors ensured a smooth transition of leadership arrangements when the acting lead teacher took over the running of the school during the lead teacher's maternity leave. She received a thorough induction and a handover from the lead teacher on taking up her new responsibilities.
- The board of directors ensures the safety and well-being of pupils and staff by conducting appropriate and regular site visits and risk assessments. They have sought out and received training which enables them to fulfil their role effectively.
- Members of the board ensure that the school remains in a good financial position to offer an effective quality of education.

Safeguarding

- The arrangements for safeguarding are effective. The school has a suitable policy published on its website.
- A culture of vigilance exists in the school with regard to all matters relating to the safeguarding of children.
- Staff have routinely been kept up to date with the latest guidance on child protection, safeguarding and the 'Prevent' duty through relevant guidance, documentation and

training.

- There have been no safeguarding concerns since the previous inspection. Staff are, however, fully aware of measures to take should they have any concerns whatsoever. Systems to keep confidential child protection documentation secure are in place.
- Leaders have carefully considered the risks associated with having the school in a building which is used by members of the public. The entrance is secure and procedures for checking the suitability of visitors are robust. Should any pupils have to use any areas of the building which are accessible to the public during school time, such as the sports hall, they are very closely supervised by members of staff.
- All of the parents who responded to the online survey said their child was happy at school, felt safe and was well looked after.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment over time ensures that pupils make good progress from their different starting points, particularly in Welsh, but also increasingly in English reading and writing.
- Teachers and pupils enjoy positive relationships. This helps motivate pupils to achieve because they want to please their teachers and make them proud of their achievements.
- Teachers have secure subject knowledge, skilfully switching from English to Welsh and vice versa, which immerses the pupils in the language of instruction. Although pupils see the value of learning the Welsh language, this is not at the expense of developing their skills in English.
- Teachers give careful consideration to their planning for learning, with particular attention to the needs of pupils in the mixed-age classes. For example, the inspector observed occasions when pupils of different ages worked together on the same task, which provided each with an appropriate level of challenge, given the higher prior attainment of the younger child. Teachers are aware that a child's age does not act as a limitation to what they are able to achieve.
- Teachers use questioning effectively to deepen pupils' understanding. They do not accept a simple 'yes' or 'no' and typically ask pupils to explain or justify their answers.
- The teaching of reading in English has improved and has helped pupils to read more confidently than was previously the case. As a result, pupils' reading skills have improved. Even so, leaders are aware that reading across the school remains a priority area. Occasionally, pupils are not given books which are sufficiently challenging.
- Teachers conscientiously implement the school's policy for marking pupils' classwork and homework.
- Teachers assess and evaluate pupils' progress at regular intervals throughout the school year, as outlined in the appropriate policy. They check each pupil's progress based on how well they are expected to achieve each term from their starting point. Teachers' assessments of pupils' progress are discussed regularly, which allows for timely support to be put in place if a pupil is falling behind.
- Teachers provide frequent opportunities for pupils to write at length in English. The

inspector's review of books covering an extensive period of time shows that, in addition to their extended writing books for English, they are also actively encouraged to write at length in their topic and project assignments.

- Pupils make effective use of the wide range of resources made available by teachers. These include Welsh and English dictionaries, a thesaurus, word and number frames and information and communications technology. Additional adults in the classroom also work productively with pupils who require additional support and challenge.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils feel safe in school and the school's leaders do their utmost to ensure the well-being of pupils.
- Pupils are strongly encouraged to look after one another. One pupil told the inspector that if he saw a pupil sitting alone on the 'buddy bench', he would without hesitation go up to the pupil and say 'Hello, would you like to play?' This response is typical of the caring culture that exists within the school.
- Bullying is a concept which, although understood by pupils, is such a rare occurrence that nobody could recollect any major incidents which constitute bullying. The school's records confirm this to be the case.
- Risk assessments to ensure the safety of pupils and staff are regular and thorough. Daily checks take place to make sure that the building is safe for pupils, and governors' involvement in these checks has increased. The inspector scrutinised a risk assessment for an educational visit to a local forest and found it to be thorough, allowing for all eventualities, with appropriate actions in place.
- Pupils are developed as all-round individuals and are encouraged to take on responsibilities which develop their confidence and self-esteem. Pupils spoke with great enthusiasm about the opportunities to become members of the school council, digital leaders or members of the newly formed health and welfare committee.

Behaviour

- The behaviour of pupils is outstanding. Pupils are exceptionally well mannered and are actively encouraged to be courteous towards one another, their teachers and visitors to the school. Members of the public have praised pupils' exemplary manners and behaviour when they have taken part in activities outside of school.
- Pupils show great respect towards their teachers in lessons, listen attentively and take a pride in the way they present their work. There is very little, if any, low-level disruption in lessons. This means that the flow of teaching is uninterrupted. Teachers rarely need to make use of the school's behaviour management procedures.
- Pupils move sensibly around the school. They wear their uniform with pride and are immaculate. They use their breaktimes to socialise with one another and exchange pleasantries. They show perfect manners when sitting at the tables in the corridor to eat their lunch, and interact naturally with pupils of different ages who share their tables.

- Attendance is above average. Some pupils achieved 100% attendance in the previous academic year. No pupils were persistently absent during 2017/18. Punctuality is also very good.
- No pupils have been excluded from school since the previous inspection. All parents who responded to the online survey agreed that pupils are well behaved.

Outcomes for pupils

Good

- Pupils make good progress over time from their different starting points. Leaders have now established systems to identify a pupil's starting point when joining the school. This was not the case at the time of the previous inspection. Pupils are now set challenging targets, and teachers and leaders regularly monitor pupils' progress towards achieving these targets.
- At the end of key stage 1 in 2018, all pupils attained at least the expected standardised score, and some achieved the greater-than-expected standardised score in the national tests for literacy and numeracy (Wales).
- At the end of key stage 2 in 2018, a good proportion of pupils attained at least the expected standardised score in Welsh and English reading and the numeracy tests. A suitable proportion also achieved the greater-than-expected standardised score.
- Welsh national test results across Years 2 to 6 show that a greater proportion of pupils are attaining the greater-than-expected standardised score, including in English reading. Based on their starting points, this represents good progress over time.
- The test results indicate differences between the rates of progress of boys and girls. For example, boys outperform girls in Welsh reading, while girls outperform boys in English reading. Regular progress meetings look at the achievement of individual pupils and also consider different approaches to teaching to establish what works best for boys and for girls. Leaders have rightly identified that a continued focus on English reading is required across the school, as English reading is introduced to pupils at a later stage in their schooling.
- It is not possible to comment on the outcomes of other groups of pupils because groups are of insufficient number to allow analysis.
- Pupils are offered the opportunity to sit the phonics screening check in Year 1 after it has been sat in other English schools. The school's data shows that a good proportion of pupils meet the required standard in the phonics screening check over time.
- The inspector's scrutiny of pupils' books across a wide range of subjects supports the school's view that pupils make good progress. The inspector found several examples of high-quality writing beyond that found in English books.
- Overall, pupils achieve standards that prepare them well for the next stage of their education. Some pupils return to Wales for their secondary education. Feedback from local secondary schools in Ealing is typically positive, and these schools say that pupils from the London Welsh School arrive well prepared to embark on their secondary education.

Early years provision

Good

- Children in the early years provision enter the Nursery Year with skills which are typical for their age.
- Children in early years follow the Welsh curriculum and work towards achieving the early years learning goals. The proportion of children achieving a good level of development is typically high. In 2018, all of the children achieved a good level of development.
- Children experience good-quality teaching and are exposed to bilingual teaching from the start. Teachers skilfully switch from one language to the other, as and when required. Children make good progress in Welsh and in the early learning goals through the medium of English. This means that they are well prepared for Year 1.
- The indoor learning environment is stimulating and makes learning enjoyable and fun. However, the outdoor space, which is down a flight of stairs, is less stimulating and does not match the quality of the indoor provision.
- Children work well together in the classroom under the direction of the teaching staff but also use their initiative and work independently when required. They are encouraged to use their creativity and express their ideas in writing. For example, following a visit to a local forest, children glued leaves and twigs they had gathered onto paper to create imaginary people. They then went on to write about the person they had created.
- Leadership of the early years is effective. The early years lead knows the strengths of the provision and ensures that teachers plan lessons carefully to meet the needs of individual children. More focused observations of the teaching of phonics have taken place to strengthen this aspect of teaching. Visits to other schools have taken place to seek out good practice, and good use is made of the local authority's support services.
- Children's progress is regularly assessed by teachers and support staff. Good use is made of photographic evidence and this is used well to supplement children's 'learning journals'. These identify the next steps in children's learning, which teachers incorporate into their planning.
- Children behave well and are inquisitive learners. They are kind to one another and cooperate with their classmates in the classroom and the outdoor space.
- Staff in the early years work well with parents and involve them in their child's learning. 'Home learning journals' have been introduced to encourage regular communication between school and home. Parents also have the opportunity to attend open mornings so that they can observe their child's learning and development.
- Children are kept safe in the early years. Arrangements for safeguarding are effective.

School details

Unique reference number	101573
DfE registration number	307/6007
Inspection number	10054289

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	27
Number of part-time pupils	2
Proprietor	The Welsh Schools Trust Limited
Chair	Margaret Tudor Jones
Lead teacher	Rachel Rawlins
Annual fees (day pupils)	£3,510
Telephone number	020 8575 0237
Website	www.ysgolgymraegllundain.co.uk
Email address	info@ysgolgyraegllundain.co.uk
Date of previous inspection	29 November–1 December 2016

Information about this school

- Ysgol Gymraeg Llundain, The London Welsh School, was established in 1958. It moved to its present location at Hanwell Community Centre in Ealing in September 2015. It is a non-selective co-educational day school for pupils between the ages of three and 11 years. The school is registered to admit a maximum of 40 pupils.
- The school consists of two mixed-aged classes. In class one, there are children from the early years to the end of key stage 1, while class two caters for pupils in key stage 2. Pupils are taught in both Welsh and English. The school is run by a board of directors on behalf of the Welsh Schools Trust Limited and aims to provide 'bilingual Welsh education

outside of Wales'. The school receives a grant from the Welsh government.

- More boys than girls attend the school.
- The school has a very small number of pupils who have SEN and/or disabilities. Currently, there are no pupils with an education, health and care plan. There are currently no disadvantaged pupils.
- No pupils attend any off-site provision.
- The lead teacher (headteacher) is currently on maternity leave, and an acting lead teacher has been running the school since February 2018.
- The school's previous full inspection was in November 2016 and the school was judged as requiring improvement. A progress monitoring inspection took place in June 2017 and the school was deemed to meet all of the independent standards that were checked at the time.

Information about this inspection

- This inspection was commissioned by the Department for Education. The school was informed of this inspection on the day before the inspection started. One inspector carried out the inspection.
- The inspector undertook a tour of the school with the acting lead teacher and observed learning in the early years and key stages 1 and 2. There were no joint observations with the acting lead teacher because of her teaching commitments.
- Meetings were held with pupils of different abilities from key stages 1 and 2. The inspector listened to pupils read from Years 2, 3 and 5 and discussed their reading with them.
- The inspector looked at the work in pupils' books, checked the single central register of employment checks on staff, looked at information on pupils' achievement and reviewed records relating to pupils' behaviour and attendance. The inspector also looked at school improvement documentation and examined policies relating to the curriculum, safeguarding, welfare and health and safety.
- The inspector met with the lead teacher, the acting lead teacher, staff and the chair and two other members of the board of directors. The inspector also met with the site manager of the Hanwell Community Centre to review documents relating to health and safety.
- The inspector considered the 15 responses to Ofsted's online questionnaire, Parent View, as well 15 written comments from parents who used the free-text facility. The inspector also considered eight responses to the staff questionnaire. A telephone discussion with a parent also took place.

Inspection team

John Daniell, lead inspector

Ofsted Inspector

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