

Ysgol Gymraeg Llundain, London Welsh School

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

Unique reference number (URN): 101573

Inspection report: 24 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards not met

Leaders have not ensured that there is an open and positive culture around safeguarding. This puts pupils at significant risk of harm. Therefore, the standard in paragraph 7 of the independent school standards is not met.

The proprietor has not kept up to date with statutory changes or the training required by law. This includes safer recruitment and safeguarding training for members of the proprietor body. There is also a lack of rigor in identifying potential risks to pupils' welfare, health and safety. This means that some risks persist and steps are not taken to mitigate them.

The proprietor's systems and procedures for record-keeping are weak and disorganised. This lack of structure makes it difficult for those in school to manage safeguarding concerns effectively, to take the appropriate action and record the outcome, as required. These weaknesses mean that leaders have not sought advice from external agencies when they should to protect pupils in school who may be at risk of harm. Consequently, pupils do not receive the help they need.

This means that in addition to standard 7, standard 34(1) and 34(1)(c) of the independent school standards are also not met.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard

The school currently only has Nursery-aged children and pupils in Years 1 to 3. These pupils are split into 2 classes. A carefully planned curriculum and suitable adaptations to the learning in the mixed-age class help pupils to make successful progress through the curriculum. All pupils, including those who are disadvantaged and those who have special educational needs and/or disabilities, build secure knowledge across reading, writing and spoken language in both English and Welsh. They develop their skills of using numbers so that they can demonstrate mathematical reasoning at an age-appropriate level. Older pupils record their work accurately in both English and Welsh. Pupils are keen to share their learning across the curriculum. They can talk in detail about stories they are reading and

what they have recently learned. They do so with growing maturity. Pupils are well prepared for the next stages of their learning.

Curriculum and teaching

Expected standard 

Leaders have recently prioritised strengthening the curriculum. The school delivers the Welsh curriculum with suitable adaptations to meet the needs of the school's mixed-age class and its early years provision. The school currently only has pupils in the Nursery and in Years 1 to 3. The curriculum in each subject identifies the knowledge that pupils need to learn. It has been carefully organised so that pupils build on their prior learning and develop a deeper understanding over time. For example, pupils in the primary phase talk confidently about propaganda, rationing and the use of trains to evacuate people linked to their recent study of World War Two.

Staff design lessons carefully to enable all pupils to learn and make progress from their starting points. Staff deliver the curriculum effectively and check that pupils understand before they move on to more complex ideas.

Leaders have sensibly focused on ensuring that pupils develop secure foundations in their knowledge of mathematics. The school's effective teaching of early reading, writing and spoken language ensure that pupils can develop the skills they need to become fluent in both English and Welsh.

Personal development and wellbeing

Expected standard 

The curriculum for personal, social, health and economic education is suitable and well-thought through. It provides pupils with the knowledge they need to be well prepared for life in modern Britain. The curriculum includes dedicated time for discussing feelings, addressing concerns, and learning about healthy relationships, online safety and decision-making at an age-appropriate level. Staff ensure that this curriculum is carefully delivered to match the needs of the mixed-age class. The school's focus on mental health and wellbeing helps all pupils to develop resilience, confidence, and key life skills. At times, staff do not respond to pupils' varying needs as confidently or effectively as they could. This is because some elements of their subject-specific knowledge are limited. On the whole, however, this does not substantially impact the quality of the school's personal development offer.

Pupils are encouraged to participate in clubs, trips, festivals, and community events which support their social, emotional, and cultural growth. As the only Welsh school in England, the school immerses pupils in its Welsh culture alongside learning about other faiths and cultures. For example, pupils take part in the annual youth festival in Wales, regularly attend a Welsh church in London and join in with St. David's Day celebrations at the Chapel of St Mary Undercroft at the Palace of Westminster. Through all these activities, as well as making the most of their location in London, pupils learn about the fundamental British values at an age-appropriate level.

Despite the school's small size, it offers a range of clubs and activities to further broaden pupils' talents and interests. For example, pupils benefit from learning French, practise cooking and express themselves creatively in art club.

Needs attention

Attendance and behaviour

Needs attention 

Pupils' rates of attendance are positive. Pupils attend regularly and there is no persistent absence. This, however, has led to complacency. The proprietor has not kept up with changes in its legal responsibility to keep an attendance register in line with the School Attendance (Pupil Registration) (England) Regulations 2024. The proprietor does not record attendance electronically and there is very minimal tracking and analysis of attendance data. The proprietor was unaware of its duty to report certain absences to the local authority. This means that paragraph 15 of the independent school standards is not met.

Often, classrooms are calm and pupils engage well with their learning. Pupils enjoy lessons and are eager to share the fun activities they take part in. When things are going well, staff follow the agreed behaviour expectations and the school is a settled and happy place. There are times, however, when this is not the case and learning is disrupted. This is because staff do not have the necessary understanding, or training, to be able to address certain behavioural needs. Under these circumstances, behaviour is not managed consistently and support for pupils' wellbeing is not effective. As a result, paragraphs 9 and 34(1)(c) of the independent school standards are not met.

Early years

Needs attention 

The early years is a happy, nurturing environment. Currently, there are only Nursery-aged children in the provision. High-quality interactions between staff and children enable children to successfully build language fluency in both English and Welsh. Staff also support children to build early skills in numbers and phonics, which prepares them well for their future learning. Daily activities promote children's physical development well and give children regular opportunities to build their social and emotional resilience.

Working in partnership with parents and carers is central to the ethos of this very small school. Parents speak positively about the support their children receive and the progress they make.

The ethos and practice in the early years is highly effective in providing the care and stability that children need to thrive. However, the proprietor has chosen not to follow the statutory learning and development requirements of the early years foundation stage (EYFS). No exemption is in place. This means that the proprietor's current provision is in breach of its statutory obligations. In practice, staff still deliver many of the EYFS expectations for teaching and learning. However, there are currently no systems for tracking or assessment to check children's progress through the curriculum.

Urgent improvement

Inclusion

Urgent improvement 

Some pupils do not have their wellbeing needs met effectively. Too often, pupils that need help to thrive in school do not get it. This is because areas of more complex need are not well understood and therefore not managed appropriately, or effectively. Added to this, the school's work with external agencies and other professionals is limited. As a result, staff and leaders do not benefit from expert advice and they are not provided with all the training they need. This means they are not equipped to effectively support all pupils' needs outside of the learning offer. The strategies that they do use often make little difference. This is because leaders do not monitor their impact well enough.

In contrast to this, the school identifies pupils' learning needs well, reducing any barriers effectively. In lessons, staff make sensible adaptations that support pupils with special educational needs and/or disabilities to access learning and make progress. While staff have had some training to enable them to identify pupils' needs and plan how to meet them, the success of their actions is limited to pupils' classroom learning.

The proprietor has not ensured that they have complied with their duty to implement an up-to-date accessibility plan, under paragraphs 3(1) to 4(2) of schedule 10 of the Equality Act 2010. The school's accessibility plan has not been reviewed or updated effectively for 9 years. This means the school does not actively promoting pupils' wellbeing. Paragraph 34(1) (c) of the independent school standards is therefore not met.

Leadership and governance

Urgent improvement 

The proprietor does not have an accurate view of the school's strengths or the areas it needs to improve. Systems and procedures to provide oversight and assurance are weak or missing. As a result, there are breaches in the school's legal responsibilities. This means that several of the independent school standards are unmet, including those linked to safeguarding, behaviour and attendance and the statutory requirements of the early years foundation stage.

The school's capacity to improve without further external support and guidance is limited. There are insufficient mechanisms in place to enable the proprietor to keep up with statutory changes and monitor the effectiveness of the school. This lack of clarity and oversight means that the proprietor does not identify or prioritise the right issues. This means the decisions they make are not always in the best interests of pupils, including those who are disadvantaged or who face other challenges or vulnerabilities in their lives.

Since the school's last inspection there have been changes to the school's leadership. Throughout these changes, the proprietor has not ensured that staff have the necessary training to make effective operational decisions and to support all pupils effectively. Staff are expected to work without the appropriate support, guidance or time required to do so effectively. This increases their workload and has a detrimental effect on their wellbeing.

What it's like to be a pupil at this school

This is a small school with caring staff that sits around a Welsh community, outside of Wales. School staff know their pupils incredibly well. Leaders, pupils and parents, are committed to its ethos and the promotion of their Welsh heritage and language. From their first days in the Nursery, children report feeling safe in school and say that is 'because there are so few of us, staff look after us more'. Pupil concerns are identified through the daily welcome song that captures feelings. Despite these strengths, however, the lack of knowledge and oversight of the proprietor body has led to significant breaches in statutory requirements, including those related to safeguarding. These weaknesses are serious enough that they have the potential to put pupils at risk of harm.

Despite these significant failings, they do not negatively impact pupils' direct daily experiences. Pupils are welcomed each morning for breakfast club, they attend well and enjoy their learning. In classrooms there is a 'buzz' as pupils talk, in both Welsh and English, about the topics they are taught. A variety of trips, for example, to the science museum, gurdwara, fire station and the local zoo bring their learning to life. Academically, pupils are well prepared for their next steps.

When all pupils are settled, behaviour is calm and the atmosphere is focused on learning. Pupils do not report any bullying. However, there are times when this calm, settled environment is not what pupils experience. When this happens, their learning is disrupted. Procedures to manage these disruptions are not always appropriate. This is because staff have not had the necessary training to enable them to make effective decisions in this aspect of their work. This means that support for the wellbeing of all pupils is not always consistently considered or promoted.

Next steps

- The proprietor must ensure that it takes appropriate action to keep pupils safe, paying due attention to statutory guidance. Safeguarding and behaviour records must be timely, consistently detailed and complete so that chronologies clearly show concerns, actions taken and the impact of interventions.
- The proprietor must ensure that it keeps registers of attendance electronically and analyses the attendance data it collects so that accurate information can be reported to the local authority when required.
- The proprietor must ensure all the independent school standards (ISS) are met securely and consistently, including by providing leaders with the support and training that they need to carry out their roles effectively.
- The proprietor must ensure that the school adheres to all the statutory learning and development requirements of the early years foundation stage.
- That proprietor must ensure that it complies with its duty to implement an appropriate accessibility plan, under paragraphs 3(1) to 4(2) of schedule 10 of the Equality Act 2010.

- The proprietor must strengthen its oversight of the school's strengths, weaknesses and the impact of leaders' actions, ensuring that those actions are in the best interests of all pupils in the school.
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About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the lead teacher, the chair of the proprietor body, a governor and members of staff during the inspection.

The name of the chair of the proprietor body is Glenys Roberts.

The fees currently charged are £4560 a year.

The school's email address is: info@ysgolgybraegllundain.co.uk

The school is a Welsh school and follows the Welsh curriculum.

The school is registered for 40 pupils. It currently has 12 pupils on roll.

The school operates from: Hanwell Community Centre, Westcott Crescent, Hanwell, London W7 1PD.

The school has undergone a significant change since the last inspection with the appointment of a new lead teacher.

The school uses no alternative provision.

Lead teacher: Emilia Davies

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards met

All standards have been met.

2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards not met

The following standards have not been met:

Paragraph 7

The standard in this paragraph is met if the proprietor ensures that–

- (a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- (b) such arrangements have regard to any guidance issued by the Secretary of State.

Paragraph 9

The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–

- (b) the policy is implemented effectively; and
- (c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

Paragraph 15

The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Paragraph 16

The standard in this paragraph is met if the proprietor ensures that–

- (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
 - (b) appropriate action is taken to reduce risks that are identified.
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4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards not met

The following standards have not been met:

Paragraph 32(3)

The information specified in this sub-paragraph is–

(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards not met

The following standards have not been met:

Paragraph 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–

- (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- (b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
- (c) actively promote the wellbeing of pupils.

Lead inspector:

Samantha Ingram, His Majesty's Inspector

Team inspectors:

Sahreen Siddiqui, Ofsted Inspector

Aliki Constantopoulou, His Majesty's Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 24 March 2026

Total pupils

12

School capacity

40

Pupils with an education, health and care (EHC) plan

N/A

Pupils with special educational needs (SEN) support

N/A

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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