

School inspection report

9 to 11 September 2025

The Lloyd Williamson School Foundation

77 St Charles Square
Ladbroke Grove
London
W10 6EB

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Trustees do not maintain effective oversight of the school and do not ensure that leaders have sufficient skills and knowledge to carry out their roles and promote pupils' wellbeing consistently and effectively. As a result, there are serious and multiple failings in the school's provision.
2. Leaders do not manage complaints suitably or effectively. The management of complaints does not always adhere to published timescales or meet statutory requirements for the composition of any stage three panel that might be held.
3. Leaders do not implement a suitable accessibility plan.
4. Leaders do not manage risks relating to health and safety, fire, and potential underachievement by pupils effectively.
5. The curriculum is not planned effectively to promote the systematic progression of skills and knowledge, particularly in the lower school.
6. Teaching is not consistently effective and does not always enable pupils to make good progress, particularly in the lower school.
7. Leaders do not effectively identify pupils' special educational needs and/or disabilities (SEND), which means that teachers cannot consistently adapt their planning and teaching accordingly. While systems are in place to identify the needs of pupils who speak English as an additional language (EAL), teaching does not meet these needs. As a result, the learning needs of pupils are not always understood or supported effectively.
8. The relationships and sex education (RSE) and personal, social, health and economic education (PSHE) programmes do not have planned progression or assessment. This creates ineffective over-coverage of some topics and under-coverage of others.
9. Leaders do not manage health and safety effectively. Not all hazardous materials are stored safely. Required checks and maintenance are not always carried out.
10. Leaders do not manage the risk of fire effectively. They do not ensure that fire risk assessments are always carried out by a competent person, or that fire evacuation drills are carried out regularly enough in the senior school to ensure that pupils know what to do in the event of an emergency.
11. The school does not keep suitable records of the administration of medication.
12. The school does not always inform the local authority when pupils join or leave the school at non-standard times of transition.
13. Not all required pre-employment checks on staff and trustees are carried out.
14. Leaders with safeguarding responsibilities do not ensure that the internet filtering and monitoring system is appropriately tested.

15. Pupils in Year 11 receive suitable careers guidance, including through individual mentoring. However, neither the careers programme for younger pupils nor economic education are planned as effectively as possible.
16. Prior to the inspection, not all required previous inspection reports were published on the school's website. Leaders rectified this during the inspection.
17. Leaders and staff implement effective behaviour and anti-bullying strategies, and so behavioural incidents are few. Leaders respond to the small number of incidents that do occur appropriately.
18. The school develops pupils' tolerance and respect for others well.
19. The safeguarding team follows up any safeguarding concerns quickly and appropriately. Leaders make effective use of the advice of external safeguarding partners to support pupils when required.

The extent to which the school meets the Standards

Standards relating to leadership and management, and governance are not met.

Standards relating to the quality of education, training and recreation are not met.

Standards relating to pupils' physical and mental health and emotional wellbeing are not met.

Standards relating to pupils' social and economic education and contribution to society are met.

Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge so that the independent school Standards are met consistently
- fulfil their responsibilities effectively, so that the independent school Standards are met consistently and
- actively promote the wellbeing of the pupils

so that:

- a suitable accessibility plan is implemented
- potential risks relating to health and safety, fire, and potential underachievement by pupils are assessed and managed effectively
- the management of complaints always adheres to published timescales and meets statutory requirements for the composition of any stage three panel that might be held
- the curriculum is planned effectively to promote the systematic progression of skills and knowledge, particularly in the lower school
- well-planned and effective teaching consistently enables pupils to make good progress
- teaching takes into account the aptitudes, needs and prior attainments of the pupils, particularly those who have SEND
- the RSE and PSHE programmes are planned effectively, including with regard to the assessment of pupils' progress in these areas
- all hazardous materials are stored safely, and all required health and safety checks and maintenance are carried out

- fire risk assessments are carried out by a competent person and fire evacuation drills are carried out regularly in all parts of the school
- suitable records of the administration of medication are maintained
- the school always informs the local authority when pupils join or leave at non-standard times of transition
- all required suitability checks on staff and proprietors are carried out
- the internet filtering and monitoring system is appropriately tested.

Recommended next steps

Leaders should:

- ensure that the careers programme and economic education are planned as effectively as possible for pupils of secondary age
- ensure that all required previous inspection reports are published on the school's website.

Section 1: Leadership and management, and governance

20. Trustees do not maintain effective oversight of the work of leaders. Systems of monitoring and quality assurance are not sufficiently robust. As a result, leaders do not demonstrate the necessary skills and knowledge to fulfil their responsibilities effectively to ensure that the Standards are met, to promote the wellbeing of the pupils or to ensure that school policies are consistently implemented.
21. Trustees and leaders do not ensure that complaints are managed effectively. Leaders attempt to resolve complaints informally; however, the formal procedure at stage three lacks provision for a panel of three members, one of whom is fully independent of the school. The school keeps records of all complaints and actions taken as a result of these, but published timescales are not adhered to consistently.
22. At the start of the inspection, there was no published plan to increase accessibility for pupils to the premises and curriculum, although an audit and policy existed. Leaders rectified this during the course of the visit, but the current accessibility plan has yet to be implemented. The school does not fulfil its duties under Schedule 10 of the Equality Act 2010.
23. Leaders do not have a strategic approach to the assessment and management of risks relating to safeguarding, health and safety, fire, and potential underachievement by pupils. However, they assess and manage some possible risks to pupils' wellbeing effectively, including those relating to pupils' emotional and mental health and the risk of radicalisation.
24. Leaders have established the status and autonomy of those with designated safeguarding responsibilities. Leaders have engaged a specialist health and safety consultancy, although the impact of doing so is yet to be seen. The current leaders' self-evaluation is accurate and identifies many of the unmet Standards, although effective action has yet to be taken in relation to these.
25. Leaders communicate the school's aims successfully through the ethos and culture of the school. They promote the importance of pupils feeling happy and safe and being valued and known well.
26. Leaders typically ensure that required information is shared with parents of current and prospective pupils. The school's website includes key documents such as safeguarding, behaviour and anti-bullying policies. However, when the inspection commenced, not all required previous inspection reports were published on the school's website. Leaders rectified this before the end of the inspection.
27. Leaders work with external agencies to support pupils' wellbeing. This includes local authority partnerships for safeguarding, medical training, and consultancy to support the needs of pupils who have SEND. Details of provision and expenditure for pupils who have an education, health and care plan (EHC plan) are reported to the local authority.

The extent to which the school meets Standards relating to leadership and management, and governance

28. Standards are not met consistently with respect to the Equality Act 2020, complaints, risk assessment, the curriculum, RSE, teaching, health and safety, fire, admissions and attendance, the suitability of staff, supply staff and proprietors, and safeguarding.

29. As a result, Standards relating to leadership and management, and governance are not met.

30. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

31. Leaders do not plan the curriculum effectively to develop pupils' systematic development of skills and knowledge, particularly in the lower school. Curriculum planning is often focused on intent and overall aims, but schemes of work and short-term planning are not available reliably. Curriculum planning does not enable teachers to consistently plan for progression or meet the diverse needs of the pupils.
32. Some teaching is not well planned, particularly in the lower school. When this is the case, lessons do not meet the needs of all pupils. Consequently, pupils lose focus and do not make good progress during such lessons.
33. Leaders do not have systems in place to effectively identify the needs of pupils who have SEND, with the result that teachers do not consistently adapt their planning and teaching to meet these needs. As a consequence, the learning needs of pupils are not always understood or supported effectively. Teachers make adaptations in lessons based on their knowledge of the pupils. However, they lack an understanding of how to meet some specific learning needs. The new leadership recognises this and enables staff to undertake training on subjects such as supporting pupils who have Autism. However, such training is yet to have a substantial impact.
34. Leaders have developed systems to identify the needs of pupils who speak EAL. However, these needs are not consistently met or supported effectively.
35. The curriculum covers all required areas. Pupils up to GCSE follow the national curriculum objectives. Older pupils choose from a suitable range of IGCSE options, which also cater for interests such as astronomy and Latin. Pupils engage in cross-curricular projects designed to further their learning, such as combining historical knowledge with poetry, and engaging in ethical debates during religious studies (RS). Leaders ensure that curriculum content does not undermine British values, such as that of mutual respect.
36. In lessons where teaching features good subject knowledge, pupils are engaged and challenged. Such lessons feature effective teaching methods, such as the use of well-chosen resources in mathematics, stimulating texts in English and the clear explanation of concepts in science. Teaching in these lessons builds on pupils' prior learning, using questioning matched appropriately to individual pupils to probe and extend understanding. Pupils work hard and are motivated to contribute to discussions and learn. Pupils receive individual feedback in almost all lessons. This feedback is typically specific and actionable, leading to immediate changes.
37. Pupils take a range of IGCSE examinations. In some subjects, teaching enables pupils to reach their predicted grades; however, in others, many do not. Leaders in other year groups track pupils' achievement against national age-related expectations.
38. Parents receive detailed annual reports on the progress, attendance, attitudes and areas for development of their child.
39. In the prep school, pupils play inside at breaktime and outside after lunch. Leaders provide appropriate recreational opportunities for senior school pupils through a rota of off-site facilities. Leaders plan a programme of co-curricular activities which develops pupils' skills in areas such as sports, building with construction bricks, chess and astronomy.

The extent to which the school meets Standards relating to the quality of education, training and recreation

40. Standards relating to curriculum and teaching have not been consistently met.

41. As a result, Standards relating to the quality of education, training and recreation are not met.

42. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 3: Pupils' physical and mental health and emotional wellbeing

43. The PSHE and RSE programmes lack planned progression or effective assessment of pupils' progress and understanding. The lack of an effective scheme of work means several topics are either over- or under-covered. Assessment in RSE is inconsistent, with the result that teachers repeat the same topics as pupils progress through the school.
44. Systems for ensuring effective health and safety are not robust or effective. Hazardous materials are not consistently stored safely. Not all required health and safety checks are made.
45. Fire safety arrangements do not meet requirements. Leaders do not ensure that fire risk assessments for the prep school are carried out by a competent person. Fire evacuation drills are not regularly conducted in the senior school.
46. There is a lack of clarity about responsibilities towards the storage of medicines. Records of the administration of medication to pupils lack essential details such as dosage and the time at which medicines were given.
47. Pupils typically behave well. Pupils are courteous and calm in lessons and informal settings. Leaders communicate a clear set of rules, rewards and consequences, which the staff apply consistently in lessons and daily routines. Teachers model respect for others, and pupils mirror this behaviour. Teachers meet daily to focus on welfare and wellbeing, sharing information about pupils appropriately, and consequently adapt their provision to meet pupils' social and emotional needs.
48. The school provides pupils with an effective RS programme, which enables pupils to explore and compare the key ideas, beliefs and practices of major world religions.
49. Leaders implement an effective anti-bullying strategy. Incidents are rare and dealt with quickly. Adults respond promptly to any concerns about possible bullying and give effective support to pupils affected.
50. Pupils take part in suitable weekly off-site physical education sessions run by external specialists. They develop skills in areas such as rounders, football and cricket. Older pupils also develop their abilities in activities such as kayaking and rowing.
51. The premises contain appropriate facilities. Classrooms are light, clean and well ventilated. Toilets are sufficient for the pupils, as is the supply of hot, cold and drinking water. Appropriate facilities for intimate care are available when required.
52. Staff supervise pupils effectively. Leaders deploy staff carefully through clear rotas to ensure that sufficient staff are in place to oversee pupils and respond to their needs at all times.
53. Leaders ensure that admission and attendance registers are maintained accurately. Senior staff review attendance on a weekly basis, and leaders work productively with families to improve attendance when required. However, the school does not comply with all requirements of current statutory guidance relating to attendance.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

54. Standards have not been met consistently with respect to RSE, health and safety, fire, first aid, and admission and attendance.
55. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 56. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 4: Pupils' social and economic education and contribution to society

57. In their final year, pupils receive careers guidance in the form of an impartial individual mentoring programme. This encourages pupils to consider their own values and aspirations and relate these to different careers and how to best prepare for them. Outside speakers, usually timed to coincide with National Careers Week, enable pupils to gain insight into possible careers and workplace standards. The oldest pupils undertake work experience where possible after their GCSE examinations, such as internships at Kew Gardens, roles in companies related to cybersecurity, retail and project management, and nursery work. Pupils receive individual guidance to help them make choices about which subjects to study at GCSE. However, although one-to-one discussions with tutors are also made available to pupils below Year 11, the programme of careers guidance for younger pupils of secondary age is not planned as effectively as it is for older pupils.
58. Pupils learn about aspects of economics through curriculum content and displays that draw attention to some of these. However, explicit teaching of financial issues remains under-developed, and as a result pupils' understanding in this area is not developed as fully as possible.
59. Staff utilise the curriculum to enable pupils to develop an appropriate knowledge and understanding of British values and respect for all. In lessons and discussions, they explore concepts such as democracy, law, tolerance and liberty. Teachers explore themes of racism, migration, asylum and colonialism through the study of books such as *Refugee Boy* by Benjamin Zephaniah to embed this understanding.
60. Teachers give pupils regular opportunities to debate and develop moral reasoning in lessons such as RS, history and English. They consistently reinforce messages of inclusion and tolerance. Pupils challenge potentially inappropriate attitudes calmly and constructively, demonstrating an embedded understanding of right and wrong and the importance of fairness.
61. Pupils develop social and cultural knowledge through a broad range of subjects. For example, teachers use lessons in geography to explore ecosystems, and lessons in modern foreign languages to consider the impact of language on culture.
62. Teachers ensure that pupils consider and discuss issues such as racism, sexism, inequality and gendered pay in sport. They teach pupils ways of influencing society, including voting, contacting members of parliament and using social media responsibly.
63. Leaders plan opportunities for pupils to take initiative and contribute positively. In the prep school, older pupils support their younger peers during play and lunchtime. Pupils share class ideas through the elected school council, which leads to changes such as adjustments to uniform or the option to bring a packed lunch. Staff encourage and support pupils to participate in fundraisers, such as bake sales, to support local charities.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

64. All the relevant Standards are met.

Safeguarding

- 65. Leaders do not ensure that all necessary safer recruitment checks are completed before staff and trustees start work at the school. Checks that are missing or late include those relating to the barred list, enhanced criminal record checks and reference checks.
- 66. Leaders with responsibility for safeguarding do not ensure that the internet filtering and monitoring system is suitably tested as required by current statutory guidance.
- 67. Leaders do not always inform the local authority as required when pupils leave or join the school at non-standard times of transition.
- 68. All members of the safeguarding team are trained appropriately for their roles. The safeguarding team uses the expertise of external safeguarding partners to support their decision-making. This advice is acted upon promptly by leaders. Records are suitably maintained. The team has sufficient capacity to provide pupils with timely support. Safeguarding leaders are aware of the local arrangements of the multiple London boroughs in which the pupils reside.
- 69. Leaders ensure all staff receive safeguarding training during the induction process before starting work at the school. Ongoing training is frequent and based on current guidance and the local context. Training includes consideration of, for example, online risks to pupils, whistleblowing, how to report low-level concerns, and preventing radicalisation. As a result, staff are confident and proactive in reporting any safeguarding concerns that might arise.
- 70. Staff follow the procedures for reporting low-level concerns about the conduct of adults. Leaders maintain suitable records of these concerns and take appropriate action when required.
- 71. Pupils learn how to keep themselves safe, including when online, through computing and PSHE lessons, assemblies and workshops. Leaders and staff encourage pupils to share any worries or concerns that they might have.

The extent to which the school meets Standards relating to safeguarding

- 72. Standards have not been met consistently in relation to safeguarding and safer recruitment.
- 73. As a result, Standards relating to safeguarding are not met.
- 74. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that –
16(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
16(b)	appropriate action is taken to reduce risks that are identified.
ISSR Part 7, paragraph 33	The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which –
33(c)	sets out clear time scales for the management of a complaint;
33(f)	where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
33(g)	ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school.
ISSR Part 8, 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 –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
Other legislation	The school must fulfil its duties under Schedule 10 of the Equality Act 2010.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

Section 2: Quality of education, training and recreation

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
2(1)(b)	The written policy, plans and schemes of work –
2(1)(b)(i)	take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
ISSR Part 1, paragraph 3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school –
3(a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
3(c)	involves well planned lessons and effective teaching methods, activities and management of class time;
3(d)	shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2A	The standard in this paragraph is met if the proprietor –
2A(1)(a)	ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
2A(1)(b)	ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
2A(1)(d)	in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
ISSR Part 3, paragraph 12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.

ISSR Part 3, paragraph 13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
ISSR Part 3, 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.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 4, paragraph 18(1)	The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff.
18(2)	The standard in this paragraph is met if –
18(2)(d)	the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment.
ISSR Part 4, paragraph 20(1)	The standard in this paragraph relates to the suitability of the proprietor of the school.
20(5)	The standard in this paragraph is met in relation to an individual who is the Chair of the school if –
20(5)(a)	the individual –
20(5)(a)(i)	is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and
20(5)(a)(ii)	does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
20(5)(c)	subject to sub-paragraphs (7) to (8), the Secretary of State receives confirmation that, where relevant to the individual, an enhanced criminal record check has been made relating to the individual –
20(5)(c)(i)	which is countersigned by the Secretary of State or by or on behalf of another

	registered person who is asked to arrange countersignature of the application by the Secretary of State
	and, where an enhanced criminal record check is made, the Secretary of State either obtains an enhanced criminal record certificate relating to the individual or confirms to the individual that no certificate is required to be provided to the Secretary of State.
20(5)(e)	subject to sub-paragraphs (7) to (8) –
20(5)(e)(i)	the Secretary of State makes checks confirming that the individual has the right to work in the United Kingdom;
20(8)	In the case of a registered school –
20(8)(a)	sub-paragraph 5(b) and (c) are met where the checks referred to in those sub-paragraphs are completed before or as soon as practicable after the Chair of the school starts acting as such;
20(8)(ab)	sub-paragraph (5)(e) is met where the checks referred to in paragraph (e)(i) are completed, or notification is given by the Secretary of State to the proprietor of the school as referred to in paragraph (e)(ii)(bb), before or as soon as reasonably practicable after the Chair of the school starts acting as such
ISSR Part 4, paragraph 21(1)	The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
21(6)	The information referred to in this sub-paragraph is, in relation each member ('MB') of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained

School details

School	The Lloyd Williamson School Foundation
Department for Education number	207/6399
Registered charity number	1193132
Address	The Lloyd Williamson School Foundation 77 St Charles Square Ladbroke Grove London W10 6EB
Phone number	020 8962 0345
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Website	www.lloydwilliamson.co.uk
Proprietor	The Lloyd Williamson Schools Foundation
Chair	Mrs Noreen Hallbery
Headteacher	Ms Shirley Drummond
Age range	3 to 17
Number of pupils	40
Date of previous inspection	21 to 23 June 2022

Information about the school

75. The Lloyd Williamson School Foundation is a co-educational day school located in the Royal Borough of Kensington and Chelsea, London. The school consists of a prep school and a senior school, which are situated approximately one mile apart. The prep school shares a site with the school's registered nursery. The proprietor is a charitable trust overseen by a board of trustees which acts as the governing body. The current board of trustees was appointed in the last 18 months and the current headteacher took up her position in September 2025.
76. The registered nursery for children aged under five is awaiting an Ofsted registration inspection. The nursery provision was not included in the scope of this inspection.
77. There are currently no children in the early years. Therefore, provision for the early years was not included in this inspection.
78. The school has identified eight pupils as having special educational needs and/or disabilities (SEND). Four pupils in the school have an education, health and care plan (EHC plan).
79. The school has identified four pupils as speaking English as an additional language (EAL).
80. The school states its aims are to create a school where every child feels valued. It seeks to give every child the encouragement to become the best that they can be in a safe, challenging and inspiring environment. It intends to build within each child a passion for life and learning so that they will leave prepared for the many different directions in which life may take them.

Inspection details

Inspection dates

9 to 11 September 2025

81. A team of three inspectors visited the school for two and a half days.

82. Inspection activities included:

- observation of lessons, some in conjunction with school leaders

- observation of registration periods and assemblies

- discussions with the chair of trustees

- discussions with the headteacher, school leaders, managers and other members of staff

- discussions with pupils

- scrutiny of samples of pupils' work

- scrutiny of a range of policies, documentation and records provided by the school.

83. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

84. The school was previously inspected by Ofsted. This is the first inspection of the school by the Independent Schools Inspectorate (ISI).

How are association independent schools in England inspected?

The Department for Education is the regulator for independent schools in England.

ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.

ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.

For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net