



LLOYD WILLIAMSON
SCHOOLS





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A message from the *Principals...*



I want to create a school where every child feels valued and is given the encouragement to become the best that they can be, a place they will leave prepared for the many different directions in which life may take them. This school is a safe, challenging and inspiring environment that builds within each child a passion for life and learning.

Lucy Meyer (née Williamson) MPhil (Cantab)
Proprietor and Co-Principal

We provide independent and progressive education in the vibrant, urban setting that is Portobello Road and Notting Hill Gate. We offer a stimulating, supportive learning environment for a diverse community of happy, confident children who are eager to learn. Our parents value the importance we place on small classes and education tailored for personalised learning, where every child is seen as an individual.

Aaron Williams Msc (Psych)
Co-Principal





Teacher 20th February 2020
To discuss whether or not
the Black Death was a disaster
Because they caused the
poor and starvation as to feed
be not. They did not understand
the germ with death
The end of a feudal system
A bloody time for the
poor
This is the start of the Black Death

Classroom Display

House Points





10 Things to know about LWS

We believe that...

- 1** School is for children, not parents. Our priority is creating happy, confident, kind children who enjoy learning and who strive to reach their full potential in life.
- 2** Why and how you teach is as important as what you teach children. We are living through a period of massive change and at LWS we have adapted how we teach to ensure our kids are adaptable, personable and resilient.
- 3** Teachers should have the time and space to address each child's unique interests and passions as well as following an excellent curriculum. At LWS this means understanding how each child learns and tailoring how they are taught accordingly.
- 4** Every child should get the individualised attention and encouragement they need to thrive. We ensure that class sizes do not exceed 16 children and are often way less.
- 5** Children do their best academically and socially when they are happy and stress-free. We don't believe in academic hothousing and after hours tutoring which often only serve to foster anxiety and undermine children's confidence.





We believe that...

- 6 A great education is not just about imparting knowledge and skills. It should also create strong reserves of resilience, creativity and a firm sense of purpose. We focus on developing bright kids who are curious and committed to learning
- 7 Schools should be a reflection of their communities. They should be inclusive, diverse and open-minded. This means we ensure that everyone, irrespective of ethnicity, gender or economic background can feel at home at the school.
- 8 The advantages of private education should be accessible to all parents and kids who are committed to doing their best. As a charitable foundation we don't have profit-seeking shareholders or investors. This means our fees are lower than other independent schools.
- 9 The environment of a school should be designed around kids. This means that a school can be a messy, safe space to learn because it's full of children learning, creating and having fun.
- 10 Everyone who works in a school should love kids - aside from their ability to teach we only hire teachers who genuinely care about children and helping them do their best.



Mission Statement & Ethos



Lloyd Williamson School Foundation believes that each child is an individual.

We have small class sizes with individual, tailored teaching. Children come from a wide range of backgrounds and abilities, but they are all motivated.

We help them develop resilience, creativity and purpose. They feel safe, creative and curious, and are not stressed by education. Happy, confident students develop a rich and positive sense of who they are and can be.

Equality and diversity permeate the fabric of our school - we are a family where everyone belongs.

**"There's a wealth of talent that lies in all of us. All of us, including those who work in schools, must nurture creativity systematically and not kill it unwittingly."
- Sir Ken Robinson.**

At LWSF, we aim to encourage that creative spark.







Introduction

The Lloyd Williamson Schools began in the year 2000 when Lucy Williamson (now Meyer), with a small number of experienced staff, opened on the lower ground floor of the current premises. Over the years, the school and nurseries have grown in both size and reputation to become the established schools they are today.

The main departments are: Nursery, a Lower School for 5 – 10 year olds and an Upper School for 11 – 16 year olds. The names Lloyd and Williamson are family names that belong to the proprietor. We believe they convey one of the main points of ethos at the school: that we are a family – and a strong one at that!

Over the past twenty-six years, the Lloyd Williamson School has built an excellent reputation for strong academic standards and personalised, holistic learning for individual children. We are based in W10 in the Royal Borough of Kensington and Chelsea, with small classes to a maximum of sixteen for the Main School and 20 for the Upper School.

The schools have extended opening hours, competitive, realistic fees and all-year-round provision, including Holiday Clubs.





Nursery



In addition to the mission statement, which encompasses both school and nursery, we:

- Recruit and enable a happy, motivated and loyal staff team to continuously develop their skills and knowledge and deliver the highest quality childcare.
- Support our babies, toddlers and young children to achieve their full potential at each stage of development, giving them the best possible start in life through relevant planning which encourages children to be active communicators, critical thinkers and creative problem solvers.
- Work in partnership with every parent and carer in order to be attentive to the specific individual needs of their child and to learn about who they are in their world outside of the nursery.
- Provide resources of the highest quality specifically designed to enable the babies, toddlers and young children to be inquisitive, pro-active learners.
- Deliver healthy, balanced meals and plenty of opportunity for physical exercise and outdoor play.



About Our Nurseries

We currently have a nursery based in W10 which takes children between 4 months and 5 years. Our nurseries are divided into rooms based on developmental stage and age. Children move between rooms when they are ready and at the discretion of the nursery team.

These are approximate guides:

0 - 3s Room **4 months - 36 months**

Cherubs **3 years - 4 years**

After these stages, children move between rooms according to the academic year. This means that children will move into the Cherubs room if their 4th birthday falls between 1st of September and the following 31st of August., entering Reception class the following year .

As Ofsted registered childcare providers, we adhere to official childcare ratios.

Nursery day

The nurseries are open from 7:30am-6:00pm. This means that working parents can drop off their children and get to work knowing their children are safe and without the additional cost of nannies. A simple breakfast is offered until 8:00am. At the beginning and the end of the day, we facilitate family grouping where children between the ages of 2 years – 4 years get the opportunity to play with each other. From approximately 9:30am the children go into their specific age groups.





Timetable

7:30am	Nursery opens – meeting/greeting and free play
9:30am	Children go to their specific rooms – planned activities
10:00am*	Morning Snack – outdoor play (where appropriate)
12:00pm*	Lunch and sleep time (age appropriate).
1:00pm	Older 3s, 4-5 year olds go to the Venture Centre
2:00pm*	Afternoon activities
3:45pm	Afternoon Snack
6:00pm	Close

*** these are approximate times, and individual rooms have their own routine.**



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Houses

Children from Cherubs upwards are placed into four houses: Badgers, Bears, Tigers and Wolves. Children earn house-points for effort, achievement and positive behaviour choices. We hold an annual Sports Day consisting of both round-robin activities as well as competitive activities. The winning house is awarded the Sports Cup on the day and, at the end of the academic year, the overall house winner

is announced. Being in inter-house competitions gives all the children an opportunity to learn to lose graciously as well as to win triumphantly! Children gain a positive sense of identity by belonging to their house and we have a strong tradition for each house raising money for charity during the year.





Fees and Term Dates

Parents provide their child's morning fruit snack and we provide water and milk (nursery children) to drink. Our two chefs prepare hot fresh lunches daily and food consists of good old-fashioned school food cooked from scratch. Menus are available from the School Office.

Lunches and Snacks

A comprehensive list of school fees and term dates can be found online at www.lloydwilliamson.co.uk and are enclosed.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is a programme of learning experience for all children between 0-5years. It is statutory in all Ofsted registered childcare settings. It gives clear guidelines about:

- The legal requirements that everyone registered to look after children must follow to keep children safe and to promote their welfare.
- The 7 areas of learning and development which impact on the way practitioners support and plan for children's play and activities as they learn new skills and knowledge.
- Assessments that will inform you about your child's progress.
- Expected levels that your child should reach at age 5 (typically the end of the Reception year), known as Early Learning Goals.



Seven Areas of Learning and Development

They are:

- 1. Communication and language*
- 2. Physical development*
- 3. Personal, social and emotional development*
- 4. Literacy*
- 5. Mathematics*
- 6. Understanding the world*
- 7. Expressive arts and design*

We are committed to ensuring that activities are suited to your child's unique needs. We are flexible in our approach so we can account for your child's interests and passions and so they can learn by exploring and being active, and through creative and critical thinking. This learning will be indoors and outdoors. It will be both constructive and free, and sometimes messy!

We are engaged in partnership with parents – to support you and your child, to exchange information both at the start and end of the day, and to discuss things that will benefit your child. We plan individual play plans with your input and track the progress your child is making through a learning journey in the form of a written journal.

We conduct a progress check with your child when they are 2 years old and will meet with you to discuss their progress. A written report is collated and placed in your child's learning journey. An important part of what we do is to prepare your child for a smooth transition to school. We encourage your active involvement and welcome questions and constructive feedback.



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Pastoral Care

Our nurseries are well established, small and friendly. We are part of a school that goes up to age 16 years, and everyone knows everyone from the babies up to our oldest member of staff (no names)! We cherish individuality and self-confidence and our aim is that every child will develop an organic and strong positive sense of self. Every child should learn the gifts and benefits of communication and negotiation in order to understand who they are in relation to others and be able to make positive choices about how they

manage themselves and others in a community. At each appropriate stage of development, we encourage children to take responsibility for their actions and to be willing to engage in negotiation when learning to play, share and solving disputes. Intrinsic to our pastoral care at the nursery and school is that we value being part of a team and support the needs of both children and staff. We enable positive relationships so that children can learn to be strong and independent.





Nursery Admissions

Emma Lima is the Nursery Manager. Parents are invited to visit the nurseries for individual tours during opening hours in order to gain a real flavour of how we work and deliver childcare. You will have the opportunity to visit the rooms and to speak with our friendly nursery staff. Appointments are made via the School Office and are generally in the morning at 10:30am.



We support requests for places from families with a diverse range of backgrounds. We are committed to equality regardless of culture, ethnicity, race, social background and religion.

Children are registered upon receipt of a completed Application to Attend form, which should be sent to the School Office with a registration fee of £100.00 per child. Registered names are added to the list in accordance with the Admissions Policy. Although registration does not guarantee a place at the nurseries, we will endeavour to accommodate the sessions requested.

Places are offered on full time or part time basis. Upon the offer of a place, payment of a deposit (£500.00) is required. The School Administrator and Registrar will send out a formal letter confirming a place and you will need to complete, sign and return the documents contained in the Acceptance Pack. Once you have accepted the place, you are subject to the terms and conditions – including the notice period. If, subsequently, circumstances change and you decide not to take up the place a minimum of three months notice in writing must be given to the Co- Principals. If written notice is not given within this time then you will be liable for a full term's fees in lieu of notice.



Nursery Admissions

Once a start date has been agreed, parents and children are invited to complete two warm up sessions, which last approximately one hour per session. Parents can either stay with their child whilst they settle or leave them and go for a coffee. This can be as difficult a time for parents as it is for their children, and we are happy to support families in making a smooth transition from home to nursery.

Children who attend the nurseries are granted a place in Reception (Sprites class) automatically and parents who know their children will be moving to another school must give a whole term's written notice.

A full term's written notice to the Co-Principals, or the equivalent fees paid in lieu of such notice is required when parents wish to withdraw their child. Three months notice or fees in lieu of notice is required for those children on an all-year-round place. The Co-Principals maintain the right to withdraw a child's place should they decide the nurseries are no longer able to adequately meet their needs or if the child for any reason may not be suited to the nurseries.





Main School

Lower and Upper Schools



About the school

Classes

We guarantee small classes – no bigger than 12 per class in Reception, 16 children in the main school and 20 in the Upper School. We believe that this is integral to children establishing strong relationships with their teacher, getting the support they need, developing a strong work ethic and both maximising and achieving their potential.

Classes are made up of children from a wide range of backgrounds and abilities, but the one thing they have in common is motivation. We do not compare children with one another; we challenge them against their own goals and next steps.

This allows children to feel safe, be creative and be curious instead of managing anxiety about 'not keeping up'! Happy confident students are available to learn – they develop a rich and positive sense of who they are and can be.

Each class has a name: Sprites (Reception), Pegasus (Year 1), Dragons (Year 2), Unicorns (Year 3), Griffins (Year 4), Minotaurs (Year 5), Centaurs (Year 6), Chalkers (Years 7-9) and Hydras (Years 10-11).





School Day

Timetable

7:30am	Breakfast Club
8:25am	Classrooms open
8:30am	Registration
8:35am	Early Morning Lessons
10:10am	Morning Break
10:30am	Late Morning Lessons
12:30pm	Lunch
1:00pm	Playtime
1:45pm	Afternoon Lessons
3:30pm	End of the School Day (Lower School)
3:45pm	After School Snack
4:00pm	End of the School Day (Upper School)
6:00pm	After School Clubs
	Close

After school clubs

Tier 1: All age inclusive drop-in club – no additional fee. Children relax and spend time with other children on activities like board games, team games, drawing, homework and reading. We think of this as a home from home space, which is less structured than the school day.

Tier 2: Interest based clubs run by the teachers – small fee per term to cover equipment. Typical clubs on offer are: Music and Chess & Backgammon.

Tier 3: Clubs run by specialists – charged additionally to fees. Typical clubs on offer are: Lego club.





Houses

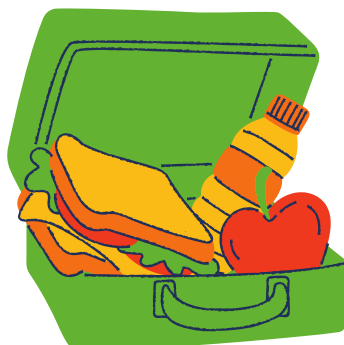
Children and staff are placed into four houses: Badgers, Bears, Tigers and Wolves. Children earn house-points for effort, achievement and positive behaviour choices. We hold an annual Sports Day consisting of both round-robin activities as well as competitive athletic activities. The winning house is awarded the Sports Cup on the day and, at the end of the academic year, the overall house winner is announced. Being in inter-house competitions gives all the children an opportunity to learn to be loose graciously as well as to win triumphantly!

Children gain a positive sense of identity by belonging to their house and we have a strong tradition for each house raising money for charity during the year.



Lunches and Snacks

Parents provide their child's morning fruit snack and we provide water to drink. Our two chefs prepare hot fresh lunches daily and food consists of good old-fashioned school food cooked from scratch. Menus are available from the School Office and displayed weekly.





Uniform

Our uniform is an essential part of school identity and is available from the school.

Fees and Term Dates

A comprehensive list of school fees and term dates can be found online at www.lloydwilliamson.co.uk and are enclosed.

Curriculum

We believe that children learn best in a safe environment where they feel comfortable. Teachers establish clear procedures and routines to underpin this and they provide both challenge and support. We provide opportunities for an integrated curriculum where subjects are linked and we make frequent real life connections supported by trips and projects. Small class sizes stimulate educational experiences that are relevant and accessible to all and we engage in activities where children produce and share their work with their own class and others.





English

We plan an innovative and creative curriculum for English, explicitly designed around the particular needs of our pupils. We encourage children to read, express themselves and become independent learners. We understand the needs of our pupils and ensure that lessons are planned to meet a range of abilities and challenging pupils with targets and next steps for individuals. Teachers plan for a balance of shared, guided and regular independent reading, sharing of a class novel, hearing reading one-to-one regularly, home/school reading and a positive reading environment in school. Additionally we have a reading specialist who works with those who may need extra support. We emphasise the importance of developing oral skills in our youngest children through structured role-play. We encourage writing from an early age and want every child to know the satisfaction of being able to communicate clearly and correctly. Our library is well stocked and we aim to nourish the children with a balanced diet of excellent language resources.

Mathematics

We believe in the importance of giving pupils the opportunity to solve problems by developing their understanding of numbers and patterns and supporting them to make links. Our planning enables our pupils to be curious, engaged and motivated to operate mathematically. Our nurturing environment means that children respond to high levels of expectation and challenge. They are kept on the edge of thinking. Teaching and tasks are hands on and build on the children's prior knowledge. Scaffolding takes place, making connections to concepts, procedures, and understanding. High-level performance is modelled. Students are expected to explain thinking and meaning. We use a broad range of mathematical resources and expect children to learn the times tables off by heart.



Science

Teachers use a variety of teaching and learning methods to stimulate the pupils' fascination and interest to support the development of skills, understanding and knowledge. Our children particularly enjoy the practical activities in each topic where they further develop lateral thinking skills. We have a science specialist at the school and the science curriculum is supported by trips and projects that encourage the children to develop lateral thinking and a desire to investigate topics further. We ensure that pupils are engaged in scientific enquiry, including practical work, and have the opportunity to strengthen their enquiry skills.



Everything else.....

We teach a broad curriculum that covers a wide range of additional subjects including: Geography, History, ICT, Religious Knowledge, Art, Languages, Drama and Music, PSHE, Physical Education, General Knowledge and Reasoning. All children have different subjects that they are passionate about. By offering the full array of subjects we hope to help them experience a variety of potential enthusiasms! We want our children to be

interested about the world and interesting people to be with. We also offer a diverse range of languages that reflect the school community. We currently teach French from Cherubs class (age 3-4) and Spanish from Unicorns (Year 3). The whole participates in a Community Kitchen Garden Project located in St Charles Hospital. This is a space where we can grow our own fruits and vegetables.

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Planning and Assessment

Teachers plan lessons in three stages: long-term (a broad outline of the topics to be covered throughout the academic year), medium-term (a more detailed outline of what should be covered each half term) and short-term (daily objectives for each lesson). Informal assessments facilitate our ongoing understanding of the progress individual children are making and inform future planning. Teachers plot children's progress using "I Can..." statements. Formal, end of year assessments take place in June. Parents are given written progress reports about their child's development and achievements, and goals for future learning at the end of both the Autumn and Summer Terms. A Parent/Teacher Consultation Evening is held towards the end of the Spring Term. Teachers and the Co-Principals are available to discuss with parents any aspect of their child's learning. This usually happens after school, or early in the morning, subject to appointment.

Homework

We promote the extension of learning by the use of appropriate homework tasks set to reinforce skills and concepts in class. Homework also provides the opportunity for children to develop organisational skills and to take responsibility for working independently at home. The amount of homework differs progressively from class to class.

Break Times and Physical Education

Children will have the opportunity to play in fresh air throughout the year – either in the school's outside play area, Athlone Gardens or at St Mark's Park. All children have regular PE lessons which encompass a wide variety of sports taught by a specialist PE teacher. We encourage all children to be involved in team games from various disciplines. We like children to be active and are not worried about them coming back slightly muddy!



Pastoral Care

As a small school, everyone knows everyone from the babies up to our oldest member of staff (no names)! We cherish individuality and self-confidence and our aim is that every child will develop an organic and strong positive sense of self. Every child should learn the gifts and benefits of communication and negotiation in order to understand who they are in relation to others and be able to make positive choices about how they manage themselves and others in a community. We encourage children to take responsibility for their actions and to be willing to engage in negotiation when solving disputes. Intrinsic to our pastoral care at the school is that we value being part of a team and support the needs of both children and staff.

There is a courteous informality between teachers and pupils, which is reflected in the use of first names. This means that children get to understand the nature of respect and adopt an empathic and respectful attitude rather than it being just an inherent demand we make of the children. This is supported by Ofsted who commended our Child Protection and Health and Safety at the school. Our traditional house system is made up of children from the age 3-14 years and they are encouraged to be positive role models for each other. New children are assigned a buddy, but in reality, it is always difficult to choose, as all our children love to do this job!

Behaviour

We believe, and have an expectation that parents will concur, that everyone should be treated with respect. This courtesy is extended to all, whether they are children, parents, carers, visitors or staff. The principles underpinning our Behaviour Policy are based on: 1. Respect for Self 2. Respect for others 3. Respect for the environment The School does not tolerate bullying in any form and our aim is to establish good behaviour through the use of

positive reinforcement. Children respond well to praise and follow others' good examples. We have a policy for zero tolerance for physical aggression and will ask parents to pick up their child for the rest of the day if they act in a physically aggressive way. Copies of the Behaviour Policy and Anti-Bullying Policy are available upon request from the School Office or from the website.

Trips and Outings

Each term a wide range of interesting and exciting trips and workshops are organised to support and develop work carried out in the classroom. Full use is made of public transport in, and around, London. We want all our children to be excited and

knowledgeable about London. We also provide the opportunity for children to attend an annual and very popular PGL residential activity holiday. A copy of the School Trips Policy is available upon request from the School Office.



Food

We serve freshly cooked, nutritious and seasonal menus, which pay due attention to the children's dietary requirements. We provide a healthy hot lunch every day and a substantial snack before after-school activities begin. Parents provide fruit for morning snack. Drinking water is always available. A sample menu is available from the School Office upon request.

School Admissions

Deborah Thackeray is the Senior Administrator and Registrar for admissions. Parents are invited to meet the Co-Principals for personal and individual tours of the school during school hours in order to gain a real flavour of how the school operates on a daily basis. Children are registered upon receipt of a completed Application to Attend form, which should be sent to the school with the registration fee. Registered names are added to the list in accordance with the Admissions Policy.

The school supports requests for places from families with a diverse range of backgrounds. We are committed to equality regardless of culture, ethnicity, race, social background and religion. Registration does not guarantee entry to the school, but children are considered in the order in which they were registered, so the sooner this is done, the better a child's chances of admission. Children who attend the nurseries are granted a place in Reception (Sprites class) automatically and parents who know their children will be moving to another school must give a whole term's written notice. This also applies to those children who choose to move to another school at the end of Year 6 (Centaur).

Children are invited to spend the day at the school to spend time with the class they will be going into. This is an informal opportunity for the school and you and your child to decide on the suitability of a placement. Upon the offer of a place, payment of a registration fee and deposit (£600.00) is required. The School Administrator and Registrar will send out a formal letter with the offer a place and you will need to complete, sign and return the documents contained in the pack. Once you have accepted the place, you are subject to the terms and conditions – including the notice period. If, subsequently, circumstances change and you decide not to take up the place a minimum of three months notice in writing must be given to the Co-Principals. If written notice is not given within this time then you will be liable for a full term's fees in lieu of notice. We advise parents of children with Special Educational Needs and Disabilities or physical disabilities to discuss their child's requirements with us before applying as we may not be able to make adequate provision for their needs. Additional adult support may incur additional cost to parents.



Students accepted to attend the school, who are not fully confident in English, will be given individual tuition by the school, as necessary. This will be at the parents' expense. **A full term's written notice to the Co-Principals, or a term's fees paid in lieu of such notice is required when parents wish to withdraw their child. Three months notice or fees in lieu of notice is required for those children on an all-year-round place.** The Co-Principals maintain the right to withdraw a child's place should they decide the school is no longer able to adequately meet their needs or if the child for any reason be unsuited to the School.

Pastures New

We are very proud of the children who have graduated from the Lloyd Williamson Schools. They have moved on to a variety of placements in respected schools. Schools our children have moved onto include Latymer Upper School, Frances Holland, Albermarle College, LaSWAP, The Oratory School, Arts Educational School, More House School, Northbridge House Senior School, Portland Place, St Catherine's School... to name but a few!

However, as we are now a full secondary school, increasingly more children stay with us to complete their education to the end of year 11. Support is given to children and parents to help choose post-16 options.





Our Location

Latimer Road and St. Charles Square

The nursery and Lower School are located in quiet roads off Ladbrooke Grove, just a five minute walk from the Circle Hammersmith & City lines (Ladbrooke Grove Station) with convenient nearby stops for the 23, 52, 452, 70 and 295 bus routes. The Upper School (11-16) is located in Latimer Road, a 5 minute walk from Latimer Road Station.

And Finally...

We would like to invite you to visit our schools and to have an informal chat over coffee or tea with the Co-Principals. Tours around the school are held regularly. Please contact the School Office to arrange an appointment at your convenience.

Here are some comments from our parents:

“The children are very polite and well disciplined...”

“Very happy with all aspects of the school!”

“My greatest delight at LWS is the fact that education is in fact tailor-made for all the children. There is an atmosphere of championing individual differences and emphasising originality without making the children feel they have to fit a cardboard cut-out.”

“The school is, beyond doubt, the best I could wish for.”

“The best kept secret in London!”



Contact Us

020 8962 0345

www.lloydwilliamson.co.uk

Admissions Email: admin@lws.org.uk

Director and Co-Principal: Lucy Meyer *MPhil (Cantab), BA (Hons), PGCE, Dip TEFL*

Email: lucy@lws.org.uk

Co-Principal: Aaron Williams *Msc (Psych), BEd (Hons), CTA*

Email: aaron@lws.org.uk

School Administrators: Deborah Thackeray

Shaun Watson (Lower School), Clare Smart (Upper School), Emma Lima (Nursery),

Shannon Mackin

Admissions Email: admin@lws.org.uk

School Website: www.lloydwilliamson.co.uk



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