

School inspection report

18 to 20 June 2024

Trevor-Roberts School

55–57 Eton Avenue

Belsize Park

London

NW3 3ET

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. Staff know pupils well. Leaders have established a family-orientated community where pupils are encouraged to value individuality and freedom of expression, and these values are actively celebrated. Pupils feel safe and happy at school because they are treated as individuals in a supportive and respectful environment.
2. The proprietors and school leaders have suitable knowledge, skills and understanding to effectively perform their roles. They are advised by knowledgeable advisors in the role of critical friends, seeking to support and challenge leaders to provide high quality opportunities for pupils. Leaders are further supported by external consultants in safeguarding and compliance. Policies are appropriate and consistently implemented.
3. The curriculum is stimulating and encourages pupils to make good progress. This includes for the youngest children in the mixed Reception and Year 1 class. Pupils experience activities and opportunities that allow them to think critically and independently and develop eloquence in their spoken and written responses. Pupils who have special educational needs and/or disabilities (SEND) are well supported through careful understanding of their needs. Leaders use assessment well to identify and support pupils to learn, progress and achieve well.
4. Creativity is celebrated through music and art. Pupils are encouraged, and given many opportunities, to perform. Artistic talents are nurtured. Pupils develop self-confidence and self-esteem through sharing their creative talents with the wider school and local community.
5. Leaders prioritise pupils' welfare and wellbeing. They ensure that the school site is safe, including health and safety and risk management procedures. They ensure that there is a range of opportunities to develop an appropriate understanding of how to look after themselves such as how to support their mental health and how to build healthy relationships. Their physical health is well catered for in the curriculum for physical education. Pupils enjoy and recognise the active benefits of sport. However, opportunities in competitive sports are currently limited.
6. Leaders provide effective pastoral systems where pupils' wellbeing is promoted. Bullying is rare and dealt with appropriately. Pupils understand the principles of tolerance and respect and most behave appropriately in and out of the classroom. Leaders are not consistently using behaviour records over time to look at where they could be more effective in this area.
7. Pupils are prepared well for future challenges in their lives. They learn about the diverse world to which they will contribute. Pupils acquire a sense of moral and social responsibility and appreciate opportunities to respond positively towards others. Pupils are knowledgeable about global issues. Their interest in national and international issues is stimulated and enhanced through rich and balanced debate.
8. Staff all understand the importance of their roles in creating a thorough safeguarding culture. Safeguarding procedures are managed effectively. Safeguarding leaders fulfil their responsibilities and consult with relevant external agencies, when appropriate, to ensure that pupils get timely support. Appropriate checks are made on adults before they begin working with pupils.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- further extend opportunities for pupils to participate in a wider range of competitive sports
- strengthen the clarity and monitoring of behaviour records to identify and support consistent behaviour.

Section 1: Leadership and management, and governance

9. Leaders build a school culture which actively promotes pupils' wellbeing. The proprietor body places high value on promoting the school aims so that pupils are celebrated individually for their achievements. Committed and resourceful adults support pupils to develop self-confidence and a sense of personal worth. Pupils say that that they feel confident, happy and safe. They value the efforts that staff take to support them.
10. The proprietor body and leaders maintain extensive oversight of the effectiveness of provision for pupils. Self-evaluation across the school is given high priority. Leaders identify how to improve. They take determined and progressive steps to implement meaningful developments. They encourage a culture of purposeful self-evaluation among other leaders and staff. For example, subject leaders think deeply about how to improve and develop their departments. Pupils continue to benefit from an evolving and organic curriculum which adapts to meet their needs.
11. The proprietor body is well supported by knowledgeable advisors who act as critical friends. These advisors provide insight and expertise so that school leaders extend their knowledge and skills. For example, the school is effectively developing its use of pupils' data to inform teaching and learning following consultation between academic leaders and one of these advisors.
12. Leaders receive thorough training so that they fulfil their responsibilities effectively, and so the standards are met consistently. Health and safety procedures are monitored carefully, and oversight of fire safety is given high priority among all staff. For example, all staff are trained in fire safety and how to use fire extinguishers. Leaders undertake an appropriate range and quality of risk assessment, including those related to site risk and security.
13. Policies are written clearly and regularly reviewed. Implementation of school policies is consistent so that school practice and procedures are understood. Leaders have developed an appropriate accessibility plan and they fulfil their responsibilities to meet the requirements of the Equality Act.
14. Relevant and appropriate information is made available to parents on the school website. The school actively works in partnership with parents through regular written reports and academic and pastoral parents' evenings. Parents feel that this helps them to support their children's wellbeing and academic progress.
15. The proprietors and school leaders maintain a visible and friendly presence. This includes welcoming pupils, and their parents, when pupils arrive and depart from school so that small issues are often quickly identified and resolved. The school maintains a suitable complaints policy. Leaders respond to complaints in line with this policy. Detailed records of complaints are maintained, including the school's response and any subsequent actions.
16. Leaders have developed constructive partnerships with external agencies to promote and protect the wellbeing of pupils. For example, all staff receive independent guidance about how best to support pupils. School practices are safe and well informed.

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

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. Pupils benefit from a wide-ranging and carefully planned curriculum that is appropriate for each age group. Teachers are well trained and knowledgeable about the subjects they teach. They provide stimulating activities to support pupils to apply their learning in more complex ways. For example, lessons which combine science and Latin where pupils debate the science behind the “Myth of Talos” and the recent advance of artificial intelligence. Leaders carefully incorporate digital learning into the curriculum. Pupils enjoy lessons in coding. Some pupils produce an informative and well written school newsletter. Pupils develop a broad and relevant range of skills.
19. Aesthetic and creative subjects are important within the school’s culture and ethos. Pupils are actively encouraged to develop their self-confidence through performance opportunities. This includes through debating opportunities, for example discussing the impact of European involvement in sub-Saharan Africa. In music, choirs regularly sing at external venues whilst also raising money for worthy causes. Pupils’ exhibits at the school art exhibition showcase their adventurous and imaginative artwork.
20. Pupils who have additional needs are well supported. This includes pupils who have SEND. Teachers are well trained. They adapt lessons where needed, and support pupils to access the same curriculum as their peers. Over time, pupils with SEND make good progress. Although there were no pupils in the early stages of learning English at the time of the inspection, the school has strategies in place to support any future pupils.
21. The mixed age Reception and Year 1 class is well managed. Children and pupils learn effectively alongside each other. Children learn well across the range of required areas of learning. Activities, including those in outdoor areas, are well planned to support children’s physical and social development. Adults ensure that the youngest children’s communication and language needs are supported through planned activities and while they play. For example, adults’ adept questioning in children’s imaginative role play helps children to actively listen, respond and acquire new language.
22. Teachers provide pupils with helpful feedback about their work. This helps pupils to understand what they need to do to improve. Teachers provide leaders with information about pupils’ achievement. Leaders use assessment processes effectively to monitor how well pupils are faring and support pupils who need any additional help. Pupils acquire the required knowledge and skills and learn effectively. They make good progress. They achieve well in examinations to attend their chosen secondary schools.
23. Pupils enjoy their lessons and nearly always take an active role in their learning. Teachers use opportunities to support pupils to develop their understanding in increasingly complex and independent ways. For example, in mathematics, pupils work collaboratively and resiliently in finding solutions to an escape room series of puzzles.
24. Pupils access a range of extra-curricular opportunities, ranging from dodgeball, sewing and a rock band. These are well received by pupils. They appreciate opportunities to develop new skills and to build confidence from their involvement with new experiences. Leaders have identified, and begun to implement, broader opportunities for extra-curricular activities in response to pupil and parent surveys.

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

25. All the relevant Standards are met.

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

26. Leaders invest in prioritising pupils' mental health and wellbeing. Pupils value the opportunities that they receive to think about their own wellbeing and consider how spirituality and tranquillity contribute to a positive mindset. Pupils develop respect and understanding of others through their educational experiences. The curriculum is enhanced by a very well-considered range of trips and visits, including tours of cathedrals, visits to temples and bushcraft camp.
27. Personal, social, health and economic (PSHE) education, including relationships and sex education (RSE) is planned and taught appropriately. Leaders have engaged appropriately with parents about the RSE programme, and a suitable policy is available on the school website. Pupils develop an effective understanding of the topics being taught. In response to feedback from some older pupils, leaders are continuing to adapt the delivery of the PSHE curriculum.
28. Pupils access an appropriate physical education curriculum. They understand the importance of exercise and sport to their physical and emotional health and wellbeing. Although developing, there are limited opportunities for pupils to engage in competitive sporting events. Pupils say that they would welcome further competitive sporting participation. Leaders' work on this is in its early stages.
29. Pupils understand the importance of respect and tolerance. The anti-bullying strategy is effective, and incidents of bullying are rare. Pupils understand what bullying is and the harmful effects it can cause. Pupils are confident that teachers will quickly and appropriately deal with any bullying issues when they are reported. Most pupils behave well. However, leaders' monitoring of behaviour over time is not precise which means low-level behaviour issues are not always addressed consistently.
30. The school environment is well maintained. The premises are maintained to an appropriate standard. Leaders undertake careful routine health and safety monitoring. This includes in their responsibilities related to fire safety. Fire evacuation procedures are clearly marked and regularly and efficiently rehearsed. Pupils are well supervised from the moment they arrive. Pupils value the wide range of adults available to them, including during break and lunch times. Pupils report that they feel safe and secure within the school environment.
31. Admission and attendance records are appropriately maintained. Leaders review pupils' attendance regularly to search for attendance patterns. Concerns are followed up by staff when necessary. Correct procedures are followed in informing the local authority, including when pupils join and leave the school at non-standard transition points.
32. First aid and the medical needs of pupils are managed effectively by suitably trained staff. Parents are quickly informed of any injuries sustained during the school day and of any medicines administered. Medical and first aid records are thorough. Those who work with the youngest children receive appropriate paediatric first aid training.
33. The youngest children benefit from an appropriate range of activities and a learning environment that helps to support their personal, emotional and physical development. They enjoy the activities prepared for them, such as sharing treasured objects from home and matching counting to physical activities. They develop trusting relationships with adults and older pupils.

34. The head boy and girl discharge their duties with a sense of pride and responsibility. This includes fulfilling an ambassadorial role at parents' evenings. The senior year group take on roles of responsibility to monitor areas in science, music and art. This means that pupils learn to serve others in the school community and act as role models for younger pupils.

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

35. All the relevant Standards are met.

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

36. Leaders recognise and celebrate pupils' unique talents. They promote the school's aims and ethos to treat pupils as individuals. Pupils' wellbeing is actively promoted. They are encouraged to be aspirational in developing their own personal strengths and interests. Leaders consider pupils' wellbeing carefully when helping to prepare them for their next schools. Pupils recognise and appreciate the high levels of support they receive when they are successful.
37. Pupils' economic education is supported throughout the school. The youngest children learn about the value of notes and coins. As they get older, pupils learn about banking, debt and credit. Leaders discuss challenging newspaper articles with pupils such as a report on economic and conceptual inflation. Pupils acquire important and relevant economic knowledge and skills relevant to their age.
38. Teaching supports pupils' appreciation and understanding of diversity. Pupils hold fast to the values of equality, respect and inclusivity. They learn about this throughout the curriculum. For example, in geography, pupils explore cultural differences and consider whether an iconic mosque and Kenya's Masai Mara are human or physical features. Pupils acquire a balanced and empathetic understanding of society and the wider world.
39. The school has established a purposeful careers programme. The planned curriculum includes visits from people in a range of careers. Leaders also develop pupils' understanding of careers through extra-curricular clubs, such as the journalism club which is supported by a professional journalist.
40. Pupils engage in political and societal discussions through assemblies, PSHE and trips, for example to the Houses of Parliament. Leaders are careful to ensure that political debate remains balanced and impartial. Pupils conducted a mock election with fictional parties and held a secret ballot. Pupils learn about the values of democracy, supported by a visit from a judge about the judicial system. The value of the freedom of speech is supported by teachers and by pupils. Pupils effectively learn about different institutions and are well informed about national and international issues.
41. Pupils are keen to take on roles and responsibilities. They provide service and goodwill to others. Pupils donate books to support a local library. Concerts raise funds for the Red Cross appeal. Older pupils act as role models for younger pupils, for example to support their reading development. Pupils adopt a spirit of responsibility towards contributing to each other as well as supporting local and international organisations.
42. The youngest children are given wide ranging opportunities to develop their social skills and understanding. Adults role model important social skills. They provide lots of opportunities for children to express their ideas and opinions. Children learn to interact with each other and with adults effectively in a range of ways, such as voicing their opinions respectfully, listening carefully, taking turns, and waiting patiently.

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

43. All the relevant Standards are met.

Safeguarding

44. Leaders have created a harmonious and open school culture where pupils' safety and welfare are paramount. Pupils and staff work collectively to be vigilant to potential concerns. They know to report all concerns to the designated leaders. Pupils and staff are confident that these concerns will be dealt with appropriately.
45. Safeguarding leaders receive appropriate training and are knowledgeable in fulfilling their roles. They provide effective advice and training to colleagues. Staff are trained effectively and regularly in safeguarding procedures. Induction processes for new staff are appropriate.
46. There are suitable processes if a pupil raises a concern. Teachers and support staff are clear about how to respond should a pupil make a disclosure. Safeguarding records are well maintained. Key leaders with safeguarding responsibilities use statutory guidance and work effectively with appropriate external agencies, when needed. Pupils receive timely and effective support.
47. Leaders adopt robust and effective procedures for health and safety and mitigation of risk. When risks are identified, leaders act quickly to ensure that pupils' safety is secured and their welfare is promoted.
48. Leaders undertake all appropriate checks on adults working with pupils. Leaders are appropriately trained. They ensure that individual staff records and the single central register of the checks made on staff are appropriately maintained.
49. Pupils understand the different ways to keep themselves safe, including online. Pupils are responsible and safe when engaging with online activities. Their understanding is supported by effective PSHE lessons which teach pupils about ways in which to mitigate risks, including digital awareness and safety.
50. Leaders implement a robust monitoring and filtering system of all online activities. Any concerns are quickly and efficiently identified and investigated. Pupils are protected from harmful, inappropriate content. Careful records are maintained of all concerns and follow-up support.

The extent to which the school meets Standards relating to safeguarding

51. All the relevant Standards are met.

School details

School	Trevor-Roberts School
Department for Education number	202/6295
Address	Trevor-Roberts School 55-57 Eton Avenue Belsize Park London NW3 3ET
Phone number	020 7586 1444
Email address	trsenior@trevor-robertsschool.co.uk
Website	www.trevor-roberts.co.uk
Proprietor	Trevor-Roberts School Ltd
Headteachers	Mr Simon Trevor-Roberts and Ms Amanda Trevor-Roberts
Age range	4 to 13
Number of pupils	168
Date of previous inspection	16 to 17 October 2019

Information about the school

52. Trevor-Roberts School is an independent co-educational day school, located in London, for pupils aged between 4 and 13. It was founded in 1955 by the late Christopher Trevor-Roberts. His son is now the headteacher while his daughter is the head of the junior department. Together, they are the joint proprietors. The Junior Department in its present location was acquired in 1994. The school has three advisors who work with them. These advisors scrutinise and advise on teaching, pastoral and whole-school development.
53. There are a very small number of children in the early years in Reception who are taught in the same class, alongside Year 1 pupils.
54. The school has identified 17 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
55. No pupils are identified as having English as an additional language.
56. The school states its aims are to encourage all its pupils to strive for high academic standards, achieved through small classes and individual attention. Academic and social self-confidence and a sense of responsibility are built in a happy atmosphere, geared to increasing motivation and encouraging pupils to fulfil their potential. Pupils are encouraged to work to the best of their ability and to find their own highest level of achievement.

Inspection details

Inspection dates

18 to 20 June 2024

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

58. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with one of the three advisors who work with the school
- discussions with the proprietors who are also the heads, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

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**.

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