



ISI Independent
Schools
Inspectorate

EDUCATIONAL QUALITY INSPECTION

TREVOR-ROBERTS SCHOOL

NOVEMBER 2016



SCHOOL'S DETAILS

School	Trevor-Roberts School			
DfE number	202/6295			
Address	Trevor-Roberts School 55-57 Eton Avenue London NW3 3ET			
Telephone number	020 75861444			
Email address	trjunior@trevor-robertsschool.co.uk			
Headteacher	Mr Simon Trevor-Roberts			
Proprietors	Mr Simon Trevor-Roberts; Ms Amanda Trevor-Roberts; Mr James Grey			
Age range	4 to 13			
Number of pupils	166			
	Boys	94	Girls	72
	EYFS	2		
Inspection dates	02 to 03 November 2016			

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards identified at their previous inspection.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is an EDUCATIONAL QUALITY inspection, reporting on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and grade descriptors from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching its judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Wendy Bowring

Reporting Inspector

Mr Brian Hays

Team Inspector (Deputy head, IAPS school)

Mrs Gill Wilson

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CONTENTS

	Page
1 BACKGROUND INFORMATION	
About the school	1
What the school seeks to do	1
About the pupils	1
Recommendations from previous inspections	2
2 KEY FINDINGS	3
Recommendations	3
3 THE QUALITY OF THE PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS	4
4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	6

1. BACKGROUND INFORMATION

About the school

- 1.1 Trevor-Roberts School is a family-run independent day school for boys and girls aged between 4 and 13 years. It was founded by the late Christopher Trevor-Roberts in 1955 and moved to its present site in north London in 1981. The son of the founder is overall head of the school and his sister is head of the junior department. Both heads own and run the school along with a third proprietor who is the finance director and head of science. A small group of advisers, known as 'critical friends', assist the proprietors when required.
- 1.2 Since the previous inspection, the school has installed electronic boards in some classrooms and purchased a set of tablet computers for classroom use. The school is housed in two adjacent Victorian buildings, one containing the junior department for pupils in Years 1 to 4, and the other housing the senior department for pupils in Years 5 to 8. Children in the Early Years Foundation Stage (EYFS) are taught in the Year 1 class and the school is exempt from the EYFS learning and development requirements.

What the school seeks to do

- 1.3 The school aims to educate each child to the best of his or her own potential and to be happy. It aims to prepare pupils for their secondary education and to make them confident academically when they arrive. It seeks to instill a love of learning and maturity of outlook, and help pupils find the confidence to question, participate and communicate. The school's motto, 'Ex vita crea somnium Ex somnio veritatem' encourages pupils to 'make of life a dream and of that dream a reality'.

About the pupils

- 1.4 Most pupils live within a five-mile radius of the school and come from families with professional backgrounds. The school has identified 20 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, all of whom receive additional specialist help. No pupils have a statement of special educational needs or an education, health and care (EHC) plan, and no pupils have English as an additional language. The school does not use standardised tests, but its own assessment indicates that the pupils' ability is above the national average for their ages.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Octavus	Reception
Octavus	Year 1
Septimus	Year 2
Sextus	Year 3
Quintus	Year 4

Quartus	Year 4
Tertius	Year 5
Transitus	Year 6
Medius	Year 6
Secundus	Year 7
Primus	Year 8

Recommendations from previous inspections

- 1.6 The previous full inspection of the school by ISI was an Interim inspection in September 2010. The recommendations from that inspection were:
- Increase the use of information and communication technology (ICT) and the library to extend pupils' independent learning.
 - Produce a detailed development plan for the school and EYFS based on self-evaluation that is linked to the learning and achievement of the pupils.
 - Record observations consistently in the EYFS to inform planning and the next steps in children's learning.
- 1.7 The school has successfully met all the recommendations of their previous inspection. Further detail is given in the main text of the report.

2. KEY FINDINGS

2.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils of all abilities make rapid progress and achieve high standards in relation to their starting points.
- Attainment and progress in literacy and mathematics are especially strong.
- Pupils' use of ICT is sound but too few opportunities exist to apply these skills across the curriculum.

2.2 The quality of the pupils' personal development is excellent.

- Pupils develop profound self-awareness and a sense of personal responsibility through the wide-ranging opportunities they are given at the school.
- Pupils have a strong work ethic and a highly positive attitude to work in all subjects.
- Pupils develop an excellent range of interpersonal skills such as patience, tolerance and empathy, and reflect compassionately on the many difficult issues that exist in the world today.
- Pupils are fully prepared for the next stage of their education by the time they leave.

Recommendations

2.3 The school is advised to make the following improvement:

- Further extend opportunities for pupils to use a variety of ICT across the whole curriculum.

3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 Pupils of all ages and abilities, including those in the EYFS, make excellent progress in relation to their starting points and successfully fulfil the school's aims. They demonstrate a high level of knowledge, understanding and skills in core subjects, such as English, mathematics and science, within a curriculum that is dominated by the requirements of the Common Entrance examinations for pupils at the age of 13 and entry tests to other schools for pupils at the age of 11. They achieve high standards across all areas of the curriculum including music, art and physical education as well as personal, social and health education and modern studies. Most pupils are successful in gaining places at independent day and boarding schools at the age of 11 and 13 in the face of strong competition, and some gain academic awards.
- 3.3 Pupils of all ages and abilities demonstrate excellent linguistic skills, as seen in a Year 6 modern studies lesson where pupils expressed their ideas succinctly and with great clarity. Pupils in Year 7 could lucidly explain the difference between a magnet and a sucker using scientific vocabulary like vacuum, pressure and balanced force. Pupils are passionate when talking about mathematics and demonstrate excellent skills and knowledge, for example when pupils in Year 8 selected the correct mathematical operations to solve complex word problems. The youngest pupils are confident in using an abacus to subtract numbers from ten, identifying recurring patterns and applying their knowledge in a group board game. Older pupils achieve well in the annual Primary Maths Challenge and test themselves further at school and home using a mathematical program independently on the computer. The pupils' ICT skills are sound. Since the previous inspection, further opportunities for using ICT across the curriculum have been included in teachers' planning, but inspectors saw little evidence of this being delivered in practice, although pupils explained how some teachers recommended interesting websites for them to use in independent homework tasks.
- 3.4 The pupils' interest in learning is captured with great success by the effective range of teaching methods employed, including role play, individual, paired and group work, teacher-led tasks and individual study which enables them to achieve at a very high level. The high expectations, ambitious plans and expert subject knowledge of most teachers enable pupils to progress well within each lesson and over time. Parents unanimously feel teaching enables pupils to make rapid progress and develop skills. In the pre-inspection questionnaire, a small minority of pupils felt marking was not always useful in showing them what they had to do to improve and a very small minority said they did not always know how well they were doing. Inspectors found that the marking of written work is thorough and detailed, and in conversation, pupils said that marking was extremely useful and helped them make great progress, despite teachers' handwriting often being hard to read. The school's thorough system of assessment and tracking supports the excellent, rapid progress pupils make in areas such as English, mathematics and reasoning ability. The school has taken appropriate steps to use assessment information to support the learning of children in the EYFS.
- 3.5 Pupils are highly effective in applying their knowledge and skills across all areas of the curriculum. In modern studies, for example, Year 6 pupils calculated percentages and used bar graphs when analysing the production cost of a pair of trainers. Year 2 pupils confidently use phonetic knowledge to spell complex words in their writing. Pupils develop the ability to analyse critically and reflect on abstract concepts, as seen in a Year 6 English lesson where pupils explored the imagery used in a poem about colour and used this knowledge to create their own poems. Year 4 pupils demonstrated excellent reasoning skills when debating if CCTV cameras should be introduced at the school.

- 3.6 Outcomes in creative areas are of high quality. Pupils of all ages and abilities achieve high standards of performance through the many musical and dramatic opportunities provided for them. The proprietors of the school are determined that every child from an early age has regular opportunities to recite, sing or play an instrument in front of their peers in order to nurture personal growth. Across the school, pupils sing tunefully with great enthusiasm. Older pupils perform complex three-part songs to an extremely high standard and thrive in the school's tangible musical ethos. Good results are achieved in external instrumental exams and opportunities for the choirs to sing in the community abound. Results for pupils of all ages and abilities in the external speaking assessments are excellent. Every pupil confidently undertakes an acting role in the twice-yearly class group production, and pupils speak clearly and confidently in front of their peers in regular class-led assemblies and daily poetry readings. A programme of special events, talks and demonstrations, such as a drumming workshop, an art workshop by a local artist and a talk on war poetry, captures the imagination of all pupils and successfully extends their learning in creative subjects.
- 3.7 Pupils attain high standards in extra-curricular activities, in which they participate enthusiastically. These include chess, Mandarin and photography along with a variety of music and sports clubs. Teachers have equally high expectations of pupils in clubs as they do in lessons, as demonstrated by the challenging programme of homework that is in place for pupils attending the art club. The success of pupils outside school includes sporting achievements at regional or national level in gymnastics and football.
- 3.8 Pupils have a strong work ethic and a highly positive attitude to learning in all subjects. They work extremely well with each other, whether in pairs, as seen when practising French conversation, or in small groups, as seen when creating two-dimensional shapes out of string. This reflects the school's strong commitment to providing a curriculum that challenges all pupils as well as support or extension for different abilities when needed. More able and gifted pupils relish the demanding challenges they are given and demonstrate a higher level of study skills, concentration and clarity of thought when contemplating open-ended tasks. Work in lessons is well planned to match the full range of ability within the classes. Pupils with SEND make rapid progress in literacy and numeracy after joining the school, citing the one-to-one support they receive as a key factor in their success. Their significant progress was evident in written work over time, which is the result of the high expectations teachers have of them, and is reflected in their vastly improved performances in internal assessments.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils demonstrate great self-confidence in all activities and have a very clear understanding of how they can improve their own learning. They are happy, lively and thrive in the warm, nurturing environment created by the proprietors and teachers. They greatly respect the passionate, fun-loving teachers, and adapt easily to the differing personalities and teaching styles of the staff. They appreciate the extra time teachers give to support pupils if they are having difficulty or to extend and challenge them. Pupils of all ages and abilities are highly motivated to succeed, and understand they have to be resilient in order to make the most of their potential. Through the Digniora reward scheme, pupils feel that their individual efforts are noted and rewarded.
- 4.3 Pupils thrive in the many opportunities for collaboration they have in activities such as drama, music and sport. Younger pupils take very seriously their responsibilities to look after their belongings, keep their work space tidy and clear away chairs after assemblies. Year 8 pupils responsibly undertake their roles as monitors around the school, and especially relish the opportunity to help the youngest pupils in the school.
- 4.4 Pupils are highly self-disciplined and perseverance is inculcated from the earliest age. The proprietors have the highest expectations of all pupils in their personal development and pupils take their work extremely seriously, concentrate hard and listen carefully. They are acutely aware that the decisions they make will have a direct impact on their own success and well-being. They are independent, can think for themselves, and value being able to choose what they wear for school from the waist down as an expression of their individuality and personality. Pupils of lower ability talked about the impact the vast progress they had made since coming to the school had made on their self-confidence.
- 4.5 Pupils are clear about accepting responsibility for their own behaviour, and that towards their peers and adults. In the questionnaire, a small minority of pupils felt that staff did not always treat them fairly, but in discussion pupils explained that some staff were more strict rather than less fair. A very small minority felt that the school did not deal effectively with bullying when it occurred. However, this was not borne out in discussion with pupils who clearly explained the difference between bullying and occasional bad behaviour. Pupils feel well supported by staff when encountering difficulties in relationships and in learning from their mistakes, although in the questionnaire, a small minority of pupils felt they did not have someone to talk to if they had a worry or concern. They know it is their duty to inform an adult if they are concerned about another pupil's welfare and they can articulate clearly what is morally right and wrong. In a school with very few rules but high expectations of behaviour, pupils understand the need for a code of conduct and laws in society and talk maturely about the concept of democracy and the recent mock general election.
- 4.6 Pupils develop a clear spiritual awareness and appreciate the non-material aspects of life, both religious and philosophical. Pupils empathise with the plight of people less fortunate than themselves and from other times and cultures. This was seen in a Year 4 history lesson where, through role play, pupils felt the dominating presence of a Victorian school mistress, and in a Year 6 English lesson when pupils explored the concept of colour through a blind person's eyes. Poignant writing following a Year 8 trip to the Belgian battlefields showed great maturity of thought, and pupils demonstrated great sensitivity and compassion in a discussion during assembly on the devastation caused by a recent hurricane in Haiti. Through being able to suggest topics for discussion in modern studies and bringing in news articles to share in assembly, pupils explore many difficult issues that face them in the future and gain

an informed awareness on matters such as drugs, the distribution of wealth and the plight of children in war-torn communities. A small minority of pupils in the questionnaire did not feel teachers always gave a balanced view when discussing politics or current affairs. However, this was not borne out in discussion, where pupils said that teachers often express a contentious opinion in order to provoke debate and prompt them to think deeply, such as in the debates about Brexit, the Scottish referendum and the United States' presidential election.

- 4.7 Pupils know how to stay safe. They are aware of safety procedures in school, such as wearing safety goggles in the science laboratory, and create their own safety posters to consolidate their understanding of safety issues. Pupils know what constitutes healthy eating and why it is important to do stretching before physical exercise. They recognise the need to be mentally healthy, and although pupils are aware of academic pressure to achieve well in their entrance tests, they can also articulate clearly why it is necessary to develop other non-examinable skills in order to have a balanced lifestyle.
- 4.8 Pupils respect and value diversity within society, and in interviews were keen to impress just how well pupils from different backgrounds mixed. They understand that some people worship in different ways or not at all, and respect the freedom of the individual to choose. Through celebrating festivals of different religions and cultures such as Diwali and Chinese New Year, pupils develop a deep respect of other cultures, and trips to places of historical interest, such as the Houses of Parliament, fosters a deep understanding of British culture.
- 4.9 Through community events such as singing at a charity carol concert and the 'East Meets West' art project, pupils contribute positively to the lives of others within the locality. They vote for the charity to be supported in the annual fundraising event in the summer term, which enables them to experience democracy in action. In addition to this, pupils of all ages contribute to the lives of others within the wider community through other regular charity collections, such as for medical research and military societies.
- 4.10 By the time they leave school, pupils have developed an excellent range of interpersonal skills that prepare them well for the next phase of their lives. They are very well prepared, both academically and socially. Along with key academic skills, they have great self-confidence, excellent organisational skills, a love of learning and a sense of humour.