

Jack and Jill School

30 Nightingale Road, Hampton, Middlesex, TW12 3HX

Inspection dates 25–27 November 2014

Overall effectiveness	Outstanding	1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings

This is an outstanding school.

- Pupils throughout the school achieve exceptionally well. Their attainment in reading, writing and mathematics at the end of Key Stage 1 in 2014 was outstanding.
- In the outstanding nursery environment, children make excellent progress in all areas of their learning. This is particularly so in their literacy and communication, early mathematical understanding and personal development.
- Children make rapid progress in Reception, and a high proportion exceed the early learning goals in all areas of learning. This prepares them extremely well for their entry to Year 1.
- Teaching is outstanding. It is characterised by high expectations and excellent subject knowledge and questioning skills. Effective teamwork between teachers and teaching assistants, and the planning of work which suits different interests and abilities underpins rapid progress.
- Pupils who speak English as an additional language and those who are most able make excellent progress from their various starting points.
- The committed focus on developing both academic and personal qualities for all pupils has led to a highly positive and nurturing atmosphere in which to learn.
- The work of the Principal, who is the proprietor, to enrich the lives of pupils and ensure they achieve well is exemplary. Together with her outstanding leadership team and dedicated staff, she has ensured that the school has gone from strength to strength since the last inspection in all aspects of its work.
- A rich curriculum fosters a love of learning and outstanding spiritual, moral, social and cultural development.
- Pupils behave exceptionally well and are polite, respectful and considerate towards each other and adults. Their safety and care are given the highest importance. Pupils are very proud of their school and fully enjoy their learning. They feel very safe.
- Parents and carers are highly confident in the school's provision and safeguarding. The successful partnership between home and school is reflected in high attendance rates.

Compliance with regulatory requirements and national minimum standards for boarding schools (if BS)/residential special schools (if RSS)

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The school was inspected with one day’s notice.
- Inspectors observed 10 lessons taught by 10 teachers and two assemblies. Six lessons were jointly observed with the Principal or a senior leader.
- Short visits were made to the teaching of literacy (phonics), art, music, physical education (PE) and to classes in the early years setting.
- Meetings were held with the Principal, who is the proprietor, senior leaders, middle leaders and staff.
- Inspectors talked with pupils, listened to them read and observed them at play during break and lunchtimes.
- The inspection team scrutinised a range of pupils’ work together with a number of school policies and records, including data about pupils’ academic and personal development. The school’s safeguarding procedures were also evaluated.
- Inspectors took account of 67 responses to the online questionnaire, Parent View, and 41 replies to the staff questionnaire. The views of parents and carers were sought at the start of the school day as they brought their children to school.

Inspection team

David Webster, Lead inspector

Additional Inspector

Lubna Aziz

Additional Inspector

Full report

Information about this school

- Jack and Jill School is a non-selective pre-preparatory school located on two sites in the residential areas of Hampton and Twickenham, in South West London.
- There are currently 59 pupils in the main school, with 23 pupils in the Reception class. One hundred and fourteen pupils attend the nursery, some part time and some full time. Twelve of these receive state funding.
- The school aims to 'give children a memorable and enjoyable start to school life and lay firm foundations for their future years of education'. It was opened in 1951 and seeks in its teaching methods and expectations to create a 'home from home' environment for girls aged from two to seven years, with admission for boys in the Nursery only. When they finish Year 2 most girls transfer to local independent preparatory schools.
- The majority of pupils are of White British heritage. A small minority, who speak a variety of languages, enter with English as an additional language. There are currently no pupils registered at the school who are identified as disabled or having special educational needs.
- The current Principal is also the proprietor of the school. There is no governing body.
- A breakfast club operates on both sites for Jack and Jill. The breakfast club at Twickenham runs from 08.00 until 9.00 and that at Hampton runs from 07.45 until 08.45. There is also extended care after school at the Hampton site which runs from 15.15 until 18.00. This is managed by the school.
- There is an 'extended day' childcare facility from 15:00 until 18:00 run at Twickenham for children aged from two to 11 years from the school and from other local independent and maintained schools. This was not inspected at this inspection.
- The school was last inspected in September 2008.

What does the school need to do to improve further?

- Improve the quality of teaching even further by:
 - ensuring that marking consistently comments on how pupils may improve their work, and that checks are always made on how thoughtful pupils' responses have been.

Inspection judgements

The leadership and management are outstanding

- Strong and energetic leadership by the Principal and the school's senior leaders since the last inspection has resulted in excellent improvements in teaching and the highest levels of achievement and behaviour. This demonstrates the capacity of leaders to further improve the school. Parents and carers strongly agree that the school is well led and managed.
- In an ethos of high expectations and aspirations, respect and courtesy are the norm. The school community is lively and demonstrates a love of learning.
- The team of highly dedicated and motivated staff work very effectively together. All who completed the inspection questionnaire agree that they are proud to be members of staff at the school.
- Middle managers are developed well through relevant training, observing lessons and working together on assessment of the progress pupils make. They are held to account effectively by senior leaders.
- Pupils benefit from a rich curriculum which engages them in thinking critically and creatively as they study different topics. There is a clear focus upon developing the key skills of literacy and numeracy. Learning is enhanced by high-quality specialist teaching, for example, in music and physical education. There are very good opportunities to investigate topics further, for high-quality artwork and for involvement in school performances. A variety of educational visits, and visitors including the local Member of Parliament and police, support the promotion of British values. The school celebrates its cultural diversity and provides many opportunities for pupils to learn about different cultures and traditions. As a result, the promotion of pupils' spiritual, moral, social and cultural development is highly effective.
- Equality of opportunity is promoted well and the school rejects discrimination in all its forms.
- Senior leaders ensure rigorous arrangements for the assessment of individual pupils' progress. Together with effective targets and prompt action for individual pupils, these arrangements ensure that the school's high expectations are achieved.
- Parents and carers are highly supportive of the school and are regularly involved in its activities. The thriving parents' association contributes well to the school's facilities, which enhance pupils' personal development.
- Excellent oversight by the Principal ensures that the school provides a safe and secure environment. The school's leaders ensure that pupils are always supervised effectively.
- The information provided for parents, carers and others is comprehensive and there are suitable procedures in place to manage any complaints.
- The Principal's concern to raise the proportion of children who are well prepared to start school is reflected in the recent funded provision she has made available to two-year-olds.
- **The governance of the school:**
 - The Principal as proprietor is supported by a school business manager and premises manager in her effective management of the school. She has ensured that all the independent school standards are met, including those relating to preparing pupils well for life in modern Britain and protecting them from extremism. Documentation is written to an exemplary standard, and policies and procedures are up to date and in line with latest government guidance. Since the last inspection she has extended the premises and maintained them to a high standard.
 - The Principal knows the school extremely well and analyses performance at all levels accurately and rigorously. This includes the quality of teaching and school achievement data. Development planning is accurately focused on key priorities and well implemented.
 - The Principal has introduced an effective performance management system for teaching staff in which good teaching is rewarded and underperformance tackled. Challenging targets are set and professional development is carefully planned according to the needs of individual staff.
 - Financial resources are managed efficiently and deployed effectively, with high staff ratios resulting in high levels of care and learning for all pupils.
 - The proprietor has ensured that the school fulfils its safeguarding role and statutory duties with full compliance and exemplary procedures.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They are always polite and respectful of others. Relationships are

exemplary and pupils are kind and considerate towards each other and adults.

- Pupils develop their self-confidence and self-esteem in a highly supportive environment where they are always encouraged to do their best. Typical comments when they spoke to inspectors were, 'My teachers are very kind and helpful' and 'You get to learn a lot!'
- Pupils are extremely proud of their school. This is reflected in their excellent presentation of high-quality work and their regular attendance, which has risen since the last inspection.
- In the well-run breakfast club, pupils make a very positive start to the day. All ages mix happily with one another and enjoy the activities on offer to them. High standards of behaviour are evident.
- In lessons, pupils' involvement is very high and they focus on their work with interest and enjoyment for sustained periods.
- Pupils value the many opportunities they are given to take on responsibilities and have their say in making the school a happy place. They act energetically as team leaders and members of the school council, and to help raise money for those less fortunate than themselves. They are eager to learn about and celebrate differences between people, for example, during different religious festivals when parents and carers come into school to show them aspects of their faith and culture.
- Pupils' understanding of bullying is well developed through their work on producing posters on the topic. They say bullying is very rare and are very confident that staff would deal with it quickly if it did happen.

Safety

- The school's work to keep pupils safe and secure is outstanding. Staff work tirelessly to create positive experiences and relationships both in and outside the classroom.
- Pupils feel very safe and understand how to keep themselves safe. 'We all enjoy school a lot and feel safe', said one girl. Parents' and carers' responses in the online Parent View questionnaire and the school's own surveys show parents and carers are delighted with the standards of behaviour and safety in the school.
- All aspects of safeguarding pupils are excellent. These include the arrangements for recruiting staff, the training provided in child protection and first aid, and the secure regular routines to ensure fire safety.
- Any controversial social issues within the curriculum are approached in a balanced manner.

The quality of teaching

is outstanding

- Consistently good and often outstanding teaching over time results in pupils achieving highly and making rapid progress in reading, writing and mathematics as well as in other subjects of the curriculum, and in their personal development.
- All teachers have high expectations. They make effective use of excellent subject knowledge and questioning skills, high-quality resources and accurate assessments of how well pupils are learning to plan work which suits differing interests and abilities. As a result, pupils focus with high levels of enjoyment and concentration, and acquire new skills at a rapid rate. In one Reception class, for example, excellent progress was made by all pupils as they applied themselves with high levels of interest to discuss their working in adding up different coins.
- Teaching supports the learning and progress of the most able pupils well by ensuring that the activities planned for them contain high levels of challenge. During a Year 2 English lesson on 'Stig of the Dump', for example, these pupils made outstanding progress in response to skilful questioning as they considered Barney's senses and feelings at the bottom of the chalk pit.
- Teachers and well-trained teaching assistants work effectively together, particularly in the early years setting. This aids and accelerates pupils' learning and progress. Any pupils who are at risk of underachieving are quickly identified and benefit from teaching that addresses their particular needs.
- The small number of pupils whose first language is not English receive excellent, precisely tailored support as soon as they enter school. This ensures they learn at the same rapid rate as other pupils.
- The work in pupils' books shows that teachers create plentiful opportunities for them to write within a range of subjects. This has contributed to a significant rise in pupils' attainment in writing over the period since the last inspection.
- Teaching of reading is particularly effective and is supported strongly by excellent phonics (letters and their sounds) teaching. The school inspires pupils to develop a love of books, and their reading diaries indicate that they read widely and often.
- The high-quality teaching of mathematics has successfully raised standards throughout the school. Pupils gain an excellent understanding of how numbers work and regularly apply their learning to solve

problems and explain their methods when using calculations.

- Work across a wide range of subjects provides pupils with excellent opportunities to apply a range of skills, including those in literacy and numeracy, to new situations. They receive regular homework and enjoy studying various subjects in depth.
- Pupils' work is marked and assessed thoroughly. However, comments on how pupils may improve their work are not always evident and pupils do not always respond as thoughtfully as they might to suggestions for improvement.
- By the end of Key Stage 1, pupils are very well prepared for the next stage in their education as a result of the continuous assessment of their achievements and the careful targeting of next steps in their learning.

The achievement of pupils

is outstanding

- Pupils make excellent progress in the early years and in Key Stage 1. By the end of Year 2 their attainment in reading, writing and mathematics is well above national figures. More than three quarters achieve the highest Key Stage 1 levels and several achieve beyond this.
- The excellent teaching of phonics in the early years and Key Stage 1 supports outstanding progress in reading and provides a strong foundation for pupils' highly effective learning.
- The school-wide emphasis on developing writing across subjects results in a range of stimulating writing opportunities for pupils. Work in books shows that pupils consistently produce very high-quality writing.
- Achievement in mathematics throughout the school is of a high standard. There is an excellent focus on the development of problem-solving skills through the application of mathematics to real-life situations.
- Pupils' achievement across a range of subjects, and particularly in music and the arts, is outstanding. Their artwork throughout the school is of a very high standard. Their singing and music making, for example, in music assembly and in preparing for the Christmas concert are excellent.
- Pupils who speak English as an additional language make excellent progress in line with their peers' in reading, writing and mathematics. This is because their needs are identified early and they are supported by highly skilled teachers and teaching assistants.
- The most able pupils' potential is recognised and provided for in lessons by expecting more of them. This is evident in their attainment at the highest levels in Year 2 in reading, writing and mathematics.

The early years provision

is outstanding

- Most childrens' abilities on joining the early years are broadly typical for their age. Some are slightly below typical expectations in writing and number. They make rapid progress in all areas of learning in the Nursery, particularly in their literacy and communication skills, early mathematical understanding, and personal development. Children continue to make rapid progress in Reception and reach good levels of development. A high proportion exceed the early learning goals in all areas of learning. Overall, children are prepared extremely well for their entry to Year 1.
- The teaching in early years is mostly outstanding and never less than good. Teachers and support staff know the children very well through accurate assessments and provide them with exciting opportunities which help develop their curiosity and imagination. For example, some children had created a striking display of poppies in their garden area to add to those at the Tower of London for Remembrance Day. Staff are highly skilled at helping children to become confident in their learning and provide regular opportunities for them to explore and investigate the different areas of learning.
- The behaviour of children is outstanding. They are eager to learn, listen carefully and respectfully follow the guidance of staff. They display a thirst for learning and cooperate exceptionally well, for example in one Nursery class where children displayed a high level of confidence in singing together. High-quality care, risk assessments and high staffing ratios keep children safe. Children conduct themselves safely.
- The school makes excellent arrangements to introduce children and their parents and carers into the early years setting. Effective partnerships are built through home visits and a variety of opportunities for parents and carers to engage with staff. Children settle quickly and are soon happy, secure and ready to learn. Parents and carers spoken to indicated their confidence that their children were well taught and making rapid progress.
- The leadership and management of the early years are outstanding. Leaders constantly strive and succeed in providing the very best start for children. Detailed planning and assessments are used exceptionally well to help each child make the most of their learning. The curriculum provides a diverse

and exhilarating start to children’s education, and a vibrant environment both indoors and outside strongly supports their progress in the different areas of learning.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	102939
Inspection number	443496
DfE registration number	318/6055

This inspection was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Pre-preparatory
School status	Independent
Age range of pupils	2–7
Gender of pupils	Mixed
Number of pupils on the school roll	196
Number of part time pupils	105
Proprietor	Jack and Jill School Ltd
Principal	K Papirnik
Date of previous school inspection	30 September 2008
Annual fees (day pupils)	£2,721–£10,641
Telephone number	020 8979 3195
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