

Inspection of Jack and Jill School

30 Nightingale Road, Hampton TW12 3HX

Inspection dates: 21–23 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Overall effectiveness at previous inspection

Outstanding

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

The proprietor and leaders of the Jack and Jill Family of Schools provide pupils with an excellent quality of education. We found that they have very high aspirations for pupils. Teachers know exactly what they want pupils to learn and understand. As a result, pupils achieve exceptionally well. Pupils rise to these high expectations, in their academic work, behaviour and personal development.

The proprietor and school leaders work together effectively to develop pupils' character. They make sure that pupils understand values such as respect and honesty. We saw pupils applying these values by working hard and being kind to one another.

Pupils are happy and safe at school. They told us that they are taught how to keep themselves safe at school and beyond. Pupils say that adults are good listeners when they are worried about something. This ensures that leaders can tackle any signs of bullying quickly and effectively.

Pupils' behaviour is exemplary. Pupils show very high levels of self-control. They just get on with their learning. They are taught to stop, think and consider others' feelings.

Parents and carers are overwhelmingly positive about the school. They speak very highly about their children's academic achievements and school experiences.

What does the school do well and what does it need to do better?

The proprietor and senior leaders have high expectations for what they want pupils to learn and remember. They make sure that lessons cover the aspects required by the independent school standards across the school.

Teachers plan lessons which enable pupils to build on what they have previously learned. Pupils' understanding in subjects across the curriculum develops very well so that, over time, they can remember a lot. For example, older pupils told us how their mathematics learning builds up and how it fits together.

Teachers demonstrate excellent subject knowledge, which they communicate to pupils very well. Specialist teachers teach subjects such as music and physical education (PE) and inspire pupils in their learning. All of this leads to pupils achieving very highly at each stage of their education.

Reading is the school's number one priority. From the minute children enter the two- and three-year-old provision they are given rich learning experiences to support their reading development. For example, children sing songs and learn rhymes regularly. This helps them in developing their speech on their way to learning to read. By the end of Reception, children have developed excellent reading skills.

Across the school, the very few pupils who fall behind with their reading are identified very quickly and given help to catch up.

Pupils in Years 1 to 6 read with fluency, accuracy and understanding. They use their phonic knowledge to read unfamiliar words, when necessary. Leaders and teachers give pupils plenty of opportunities to use their reading skills to learn in subjects other than English.

Pupils have excellent attitudes to learning. They are determined to succeed and live up to teachers' high expectations. For example, Year 6 pupils explained to us what they need to do when they attend a secondary school interview and gave us reasons.

Leaders have designed an excellent personal, social, health and economic (PSHE) education programme that prepares pupils very well for their future lives in modern Britain. From the start, pupils develop the skills of thinking critically. For example, in Reception children learn how to develop an argument. They talk about whether it was wrong for Goldilocks to enter a stranger's house. Older pupils debate and discuss fundamental British values, such as democracy and equality. Pupils held very mature discussions with us about some of these values.

Pupils across the school, including the early years, learn about different world religions. They are taught to draw links and make comparisons to Christianity. This gives pupils a deeper understanding and helps them to respect and celebrate differences.

Pupils with special educational needs and/or disabilities achieve very well. Leaders have equally high expectations for this group of pupils. Their needs are identified very quickly and accurately. Consequently, the right support is given to help these pupils learn as well as their peers. Teachers are well supported by leaders and trained to identify these pupils' needs.

Pupils' learning is enriched through a wide range of extra-curricular activities. Debating, coding, engineering and origami are just a few examples. These clubs are well attended.

The proprietor has ensured that the independent school standards are met consistently over time. The school complies with schedule 10 of the Equality Act 2010. The school meets the statutory requirements of the early years foundation stage.

Staff told us that the proprietor and school leaders are considerate of their well-being. The proprietor offers staff at all levels support and challenge. She holds them to account for the quality of education provided.

Safeguarding

The arrangements for safeguarding are effective.

All staff have been trained in line with the latest guidance on keeping pupils safe. Consequently, staff know how to fulfil their responsibilities to protect pupils from potential harm. If they have any concerns about the safety of a pupil, they know how to report the issue so that swift action can be taken.

The PSHE programme ensures that pupils know how to keep themselves safe in a range of situations.

Pupils are taught how to keep themselves safe online in computing lessons. Parents are supported in helping to keep their children safe when using the internet. For example, parents are advised about how to apply parental controls on electronic devices.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	102939
DfE registration number	318/6055
Local authority	Richmond Upon Thames
Inspection number	10123202
Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Number of part-time pupils	86
Proprietor	Jack and Jill School Limited
Chair	Karen Papirnik
Headteachers	Cara Ventham and Nick Hitchen
Annual fees (day pupils)	£4,815–£13,734
Telephone number	0333 3444 630
Website	www.jackandjillschool.org.uk
Email address	office@jackandjillschool.org.uk
Date of previous inspection	12–14 September 2017

Information about this school

- The Jack and Jill Family of Schools operates from three different sites. Clarence House opened in 2016. Since the last inspection, it has moved to its own building in Hampton Hill.
- The school is registered to admit up to 305 pupils aged two to 11 years. At present, there are 219 pupils on roll between the ages of two and 11. Most pupils are girls. Some boys attend in the nursery provision.
- The school's last standard inspection was in September 2017, when it was judged to be outstanding.

- The early years setting is based at Jack and Jill School, at 20 First Cross Road, Twickenham TW2 5QA. The school has provision for two- and three-year olds.
- Pupils in Years 1 and 2 are based at Nightingale House, 30 Nightingale Road, Hampton TW12 3HX and pupils from Years 3 to 6 are taught at Clarence House, 165 High Street, Hampton Hill TW12 1NL.
- The school organises and manages before- and after-school care, including during holiday time.
- PE is offered off-site.
- The school does not use any alternative provision.
- The school's safeguarding policy is published for parents on the school website. It is in line with the government's latest legislation.
- The school has a Christian ethos.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- As part of this inspection, we did deep dives in early reading, mathematics, music and PSHE. We held discussions with senior leaders, subject leaders and teachers. We scrutinised pupils' work and talked to them about their learning. We also visited lessons in these subjects.
- In addition, we considered science and geography during the inspection. We held discussion with these subject leaders, sampled pupils' work and talked to them.
- We met with senior leaders to consider safeguarding. We talked to pupils and staff. We also reviewed documentation related to safeguarding.
- We met with: the proprietor, the two headteachers, the senior leader for Nightingale House, special educational needs coordinator, leaders responsible for behaviour and the early years foundation stage. We scrutinised a wide range of documentation including that related to the school's plans for improvement, self-evaluation, records related to behaviour and attendance.
- We analysed the 97 responses to Parent View, Ofsted's online questionnaire, and the 49 free-texts from parents. We talked to parents informally at the start of the school day.
- We also analysed the 59 responses to Ofsted's staff survey.

Inspection team

Rajeshree Mehta, lead inspector

Ofsted Inspector

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