

Jack and Jill School

30 Nightingale Road, Hampton, TW12 3HX

Inspection dates

12–14 September 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an outstanding school

- The proprietor and senior leaders have the highest expectations of what pupils can achieve. Together, they inspire staff to enable pupils to achieve extremely well and to improve the school.
- Teaching and assessment are outstanding. Teachers have high expectations and excellent subject knowledge. They enable pupils of all abilities to make rapid progress, including the most able and those who speak English as an additional language.
- Pupils make exceptional progress in their reading and writing to achieve standards that are well above those of their peers nationally.
- Pupils' spiritual, moral, social and cultural development is a strength of the school.
- The innovative curriculum provides many opportunities for pupils to develop their skills, knowledge and understanding across a wide range of disciplines.
- Parents are highly complementary about all aspects of school life.
- Pupils' behaviour is exemplary and they have excellent attitudes to learning. They are polite and respectful and they attend school very regularly.
- Leaders have established a strong culture of safeguarding and vigilance in which pupils feel safe and secure. Pupils understand how to keep themselves safe and healthy.
- Excellent leadership and teaching in the early years ensures that children make rapid progress and are very well prepared to start Year 1.
- The proprietor and senior leaders have ensured that all the independent school standards and statutory requirements of the early years are met. Nevertheless, they acknowledge that as the school expands, quality checking systems must be refined so that the high standards are maintained and improved.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Ensure that systems for ensuring high standards of provision and outcomes are refined by:
 - taking into account the challenges of managing an additional site and the proposed increase in the age range and number of pupils, so that the high standards achieved so far are maintained and improved.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The proprietor and two headteachers provide very strong and effective leadership. They are very ambitious and have high expectations for the school and its pupils. They inspire a committed team of staff. Together, they have ensured that all the independent school standards are met.
- Despite the school's continuing success, the proprietor and senior leaders are far from complacent. Since the previous inspection, there has been a continuous focus on improving teaching and ensuring pupils' safety and welfare. Highly effective mentoring of staff, together with regular supervision, has made a strong contribution to the excellent teaching and outcomes for pupils.
- Middle leaders are accountable for the progress made in their subject areas. They and senior leaders conduct regular reviews in which all staff, including classroom teachers, observe learning, check the pupils' books and write plans for further improvement. In this way, all staff contribute to school improvement and development. The highly effective appraisal system is closely linked to the outcomes that pupils achieve.
- The two headteachers have a deep understanding of the processes of learning and assessment and are committed to bringing about continuing improvements. With the support of the proprietor, they have improved teachers' skills and abilities through study and research programmes.
- Effective methods are in place to check pupils' progress and achievement. Information from these checks is regularly analysed by senior and middle leaders so that support can be given if any pupil is not achieving the standards of which they are capable.
- The stimulating and innovative curriculum has been designed to ensure that skills are developed rapidly and to encourage problem-solving and curiosity. Literacy and numeracy are integrated into the wider curriculum at all levels. Pupils are excited by the opportunity to learn to play musical instruments and participate in music and drama productions as well as in sporting activities. The curriculum is carefully matched to pupils' needs and enriched with a stimulating out-of-hours programme.
- Leaders have ensured that the curriculum provides a seamless transition between the different key stages in the school. This has been crucial to ensuring that pupils make rapid progress and to preventing dips in performance.
- The promotion of pupils' spiritual, moral, social and cultural development is a particular strength of the school. Leaders are committed to ensuring that all pupils have equal opportunities. Pupils are respectful and tolerant and have a mature appreciation of people who have different beliefs or lifestyles from their own. Visits to places of worship and the marking of festivals from different religions around the world provide pupils with many opportunities to reflect on their feelings and behaviour. There is a strong emphasis on helping pupils to understand the importance of leading healthy lifestyles, including attention to emotional and mental health.

- There is a very strong partnership between families and the school. Of those parents who responded to Parent View, Ofsted's questionnaire for parents, almost all would recommend the school to another parent.
- The proprietor is committed to staff development. Her support, guidance and advice have enabled several staff to achieve promotions. Over the past year, several senior and middle leaders have been appointed. These measures have ensured that the school has leaders with the skills needed to manage the proposed expansion, as described below. Nevertheless, the proprietor and leaders are well aware that they should now refine further the school's quality assurance processes to ensure that the high standards already achieved are maintained and that improvement continues.
- Inspectors were asked to consider the school's proposal to open a new site and increase the age range and the number of pupils on roll. The required schemes of work and suitable resources have been prepared to reflect the proposed changes to the age range and number of pupils. The new site has the capacity to accommodate such an expansion. The school is likely to meet the standards if the changes are implemented.

Governance

- Governance is outstanding. The proprietor and a group of professional advisers act as governors, working effectively with leaders to ensure that the school continues to improve rapidly. This strong partnership has ensured that all statutory requirements are met.
- Membership is drawn from a wide field of professional expertise and experience, which includes education, finance, governance, health and safety, human resources, law and safeguarding. Governors provide excellent challenge to senior leaders and hold them to account.
- Governors effectively oversee the school's system for appraisal of staff performance. They study information carefully and are actively involved in ensuring that decisions are based on secure evidence that is firmly linked to pupils' progress.
- The proprietor and governors conduct reviews of all aspects of the school's work throughout the year and receive regular updates on pupils' progress and achievement.

Safeguarding

- The arrangements for safeguarding are effective.
- Because the proprietor and staff place pupils' safety and welfare at the heart of the school's ethos, pupils feel safe and secure. They have a mature appreciation of how to stay safe while travelling locally and further afield and when using the internet.
- A strong culture of safety and care for pupils' well-being exists throughout the school. The proprietor, staff and governors have completed all the expected training, including 'Prevent'. The school's safeguarding policy, which is published on the school's website, is firmly based on the Secretary of State's latest guidance, 'Keeping children safe in education' (September 2016). For example, staff are aware of the requirement to inform the police if they have concerns regarding female genital mutilation.
- Each site benefits from its own designated lead member of staff for safeguarding. Detailed records are maintained of all safeguarding incidents and the school works well

with external agencies and parents, as appropriate. Detailed and rigorous risk assessments help to ensure that pupils are kept safe.

- One of the headteachers is the independent schools' representative on the Local Safeguarding Children Board. This is a body with representatives from several agencies that is set up in every local authority to consider safeguarding arrangements. This link helps the school staff to keep up to date with current safeguarding practice.

Quality of teaching, learning and assessment

Outstanding

- Pupils make excellent progress as they move through the school because teachers have high expectations of what they can achieve, both academically and personally. For example, the standard of presentation of work in pupils' books is high.
- Teachers know their pupils extremely well. High levels of respect and trust between staff and pupils enable very positive relationships to be formed. This mutual respect gives pupils the confidence to tackle challenging tasks and to learn from their mistakes. Warm working relationships motivate pupils to learn and involve themselves fully in lessons.
- Rigorous checks on pupils' skills and aptitudes when they arrive at the school ensure that staff know the potential of individuals. Teachers are then able to plan interesting activities that are carefully tailored to pupils' needs.
- Teachers have very secure subject knowledge and infectious enthusiasm for their subjects. This leads to exciting lessons that deepen pupils' knowledge and challenge them consistently.
- Highly effective specialist teaching in art, coding (computing), engineering, French, music and physical education enables pupils to achieve extremely well.
- Pupils' communication skills are extremely well developed, particularly for the most able pupils and those who speak English as an additional language. Through highly effective questioning, teachers carefully tease out what is securely known and what aspects of learning need further practice and consolidation. Pupils are given helpful guidance on their work that identifies strengths and areas for improvement. This is having a very positive impact on pupils' learning and progress over time.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Adults act as excellent role models within the school's calm atmosphere. Dedicated and caring staff make a strong contribution to the physical and emotional well-being of the pupils. This helps pupils approach their work with self-confidence and determination to succeed.
- Pupils have a clear understanding of British values and current affairs. They have a good understanding of the justice system, democracy and the importance of freedom of expression and choice. They are well prepared for the next stage of their education and for their lives in British society.

- Pupils have a voice through the school council. They understand that this voice matters and willingly take on a variety of leadership roles. Older pupils, for example, mentor younger ones. They have been fully involved in making helpful suggestions for the additional school site.
- Safety procedures and risk assessments for the supervision of pupils' travel from the school to the different sporting venues that the school uses are rigorous.
- Pupils are confident in the knowledge that they feel safe. They know how to keep themselves safe in a variety of situations, including while using the internet and social media. They have a good knowledge of different types of bullying, including cyber bullying. They say that bullying is rare and, if it does occur, it is quickly dealt with by teachers.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils attend school very regularly and display an infectious enthusiasm for learning. They work diligently and with purpose on a range of interesting activities, enabling them to develop the skills they need to study effectively. High levels of self-discipline and self-reliance help pupils to achieve high standards, both academically and socially.
- Pupils get on very well with each other and with adults and visitors. They display exemplary manners towards each other and to staff. During their leisure times, pupils enjoy games or chat together in friendly groups.
- Parents who responded to Parent View and those who spoke to inspectors are confident that the school manages behaviour extremely well.

Outcomes for pupils

Outstanding

- Evidence from the school's comprehensive assessment system and from scrutiny of pupils' work confirms that pupils achieve extremely well. They reach expectations that are higher than those of pupils of the same age nationally by the time they leave the school. They make rapid progress in a range of subjects, including reading, writing and mathematics. They acquire many skills and achieve excellent outcomes particularly in sports, music and drama.
- Pupils leave key stage 1 with a secure grounding in English and mathematics, so that they begin key stage 2 with the essential skills on which to base strong progress in a full range of subjects.
- In English, pupils' comprehension and language skills are excellent. Their standards in spelling, grammar and punctuation are well above expectations for their ages. Pupils have excellent communication skills and use an extensive range of language for their ages. They are very fluent and confident readers. By the end of Year 2, when most pupils are seven, all pupils read at least at the level expected of eight-year-olds, with just over one in 10 having a reading age that is three years above their chronological age.

- Interesting problem-solving activities help to deepen their knowledge and understanding of key mathematical concepts. Scrutiny of the school's information and pupils' work in mathematics confirms that pupils make rapid progress.
- Pupils' books show consistently excellent work in history, geography, religious education, art and technology. As pupils move up the school, they develop strong skills in science and information and communication technology (ICT).
- Interesting activities are tailored to pupils' individual needs and enthusiasms. This particularly benefits all pupils, including the less and most able pupils, as there are no limits to what or how quickly they can learn.
- From Year 1, all pupils are entered for examinations in public speaking and achieve well. Similarly, pupils are successful in examinations on a variety of musical instruments. These experiences help them to become confident and assured.
- Pupils are prepared well for the next stage of their education because of their high levels of attainment in many subjects. They have a sound general knowledge, confidence and good learning behaviour. In 2017, all pupils successfully gained places at independent preparatory schools.

Early years provision

Outstanding

- Highly effective leadership, together with strong teaching, has ensured that children make excellent progress.
- Most children join the pre-school class with skills and knowledge that are typical for their age. They make excellent progress so that they are very well prepared for entry into Year 1. In 2017, all children achieved a good level of development, which is well above the national level.
- Staff set high expectations of behavior and attitudes, and work closely together to provide interesting activities so that children are motivated to achieve well. The stimulating indoor and outdoor areas help children to enjoy their learning.
- In a successful music and movement lesson children responded very enthusiastically to the teacher's violin playing. For example, when the music was quiet children stood on their tiptoes and when it was loud, they stamped their feet. This enabled them to learn about differences in volume and how the body responds to this stimulus.
- Children learn French very well. Two- and three-year old children have learned to introduce themselves in French, count up to 10 and name eight colours.
- Staff regularly check how well children are doing. They use this information very aptly to plan and adapt activities to develop learning further. The needs of individual children, including those who are learning English as an additional language, are met well.
- Children's behaviour is excellent. From the earliest age, they display very mature attitudes for learning. They show respect to adults and each other and are curious and motivated to learn. High levels of concentration, perseverance and enjoyment are hallmarks of children's learning in the early years.

- Parents spoken to during the inspection are very supportive of the school. They also spoke particularly highly of the excellent levels of communication with staff and the rapid progress their children make.
- From an early age, children are taught to reflect on their learning. Festivals from different religions around the world are regularly marked. These activities contribute well to their excellent spiritual, moral, social and cultural development.
- The school has very close links with parents, who indicate their wholehearted approval and appreciation of the early years setting. Parents had nothing but praise for the quality of teaching and the progress that their children were making.
- The leadership of the early years is outstanding. The headteacher of the pre-preparatory department has a very clear understanding of strengths and areas for improvement and is not complacent. She ensures that information about children's progress is accurate and used effectively to plan activities that inspire and motivate children to achieve well. She and her dedicated team have ensured that all the early years requirements are met so children learn in a safe, healthy and secure environment.

School details

Unique reference number	102939
DfE registration number	318/6055
Inspection number	10038158

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Other Independent School
School category	Independent school
Age range of pupils	2 to 8
Gender of pupils	Mixed
Number of pupils on the school roll	189
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)	£4,437–12,654
Telephone number	020 8898 7310
Website	www.jackandjillschool.org.uk
Email address	office@jackandjillschool.org.uk
Date of previous inspection	25–27 November 2014

Information about this school

- Jack and Jill School is an independent preparatory school for boys aged two to four years and girls aged two to eight years. The school is located on two sites in the residential areas of Hampton and Twickenham, in south west London. The Nursery and Reception classes are located at 20 First Cross Road, Twickenham, TW2 5QA. Pupils in Years 1 to 4 are taught at Nightingale House, 30 Nightingale Road, Hampton, TW12 3HX.
- In October 2017, the school plans to open an additional site, Clarence House, for pupils in Years 3 to 6, at 165 High Street, Hampton Hill, TW12 1NL.

- There are currently 61 pupils in Years 1 to 4, with 27 children in the Reception class. One hundred and one children attend the nursery, on a part- or full-time basis. There are no children who are supported by state funding.
- Just over half of pupils are of minority ethnic backgrounds, with the remainder being White British. A small number, who speak a variety of languages, enter with English as an additional language.
- A breakfast club operates on both sites for Jack and Jill School. The breakfast club at Twickenham runs from 07.45 until 9.00 and that at Hampton runs from 7.15am until 8.45am. There is also extended care after school at the Hampton site, which takes place from 3.15pm until 6pm. This is managed by the school.
- There is also an 'extended day' childcare facility from 3pm until 6pm run at Twickenham for children aged from two to 11 years. It is used by children from the school and from other local independent and maintained schools. This facility was not involved in this inspection.
- The school is currently registered for up to 225 pupils aged two to eight years and currently there are 189 pupils aged two to eight years on the roll. None of the pupils has a statement of special educational needs or an education, health and care plan.
- The school was last inspected in November 2014, when it was judged to be outstanding.
- For physical education and games pupils can use the YMCA White House Community Centre, 45 The Avenue, Hampton, TW12 3RN. Older girls attend The Little Gym at 94–102 High Street, Hampton Hill, TW12 1NY. Both venues are a short distance from the school.
- 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. When they leave, most pupils transfer to local independent preparatory schools.

Information about this inspection

- This full standard inspection took place with one day's notice.
- The material change inspection was commissioned by the Department for Education because the school wished to open a further site. The inspectors were also asked to consider the school's application to extend the age range of pupils from two to eight to two to 11 and to increase its registration from 225 to 305 pupils.
- The inspectors observed teaching and learning across both sites, some lessons being seen jointly with senior staff. They spoke to pupils informally throughout the inspection.
- There were 70 responses to Ofsted's online questionnaire for parents, Parent View. One inspector spoke with parents before school started and considered the school's analysis of its own survey of the views of pupils and parents. Inspectors also considered the 26 responses to the staff questionnaire.
- Inspectors held discussions with the proprietor, the two headteachers, staff members and a governor. The lead inspector, together with the proprietor and one headteacher, visited the new additional building in the High Street, Hampton.
- Inspectors reviewed important documents and policies, including those related to safeguarding, to check the school's compliance with the independent school standards. They scrutinised pupils' books and the school's information about pupils' attainment and progress.

Inspection team

David Scott, lead inspector	Ofsted Inspector
Karen Matthews	Ofsted Inspector

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