

Inspection of Jack and Jill School

30 Nightingale Road, Hampton TW12 3HX

Inspection dates: 15 to 17 October 2024

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 school focuses on nurturing the unique potential of every child. Pupils love being part of the learning community at the school. Parents and carers appreciate all that the school does for their children.

The curriculum is very ambitious for pupils. It is both broad and deep. Pupils develop and remember incredibly in-depth knowledge in the wide range of curriculum areas that they study. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are equally able to engage with, and learn, the curriculum. This is achieved by careful identification of their needs and then through providing pupils with expert support.

Behaviour is very positive. Pupils are kind. They support each other inside and outside of lessons and make positive contributions to the life of the school. Pupils enjoy their learning and feel well supported by their teachers, who skilfully grow pupils' confidence to work independently.

The personal development of pupils is a thread that runs through all that happens at this school. It is carefully planned for each individual. Pupils take part in a wide range of clubs that complement their interests. They also all have the opportunity to represent the school in sporting competitions. Pupils enjoy their educational visits. These are organised to enrich the curriculum and nurture pupils' wider development. Pupils learn how to keep themselves safe.

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

The school's curriculum is extremely broad and ambitious. Pupils' work reflects the school's high expectations of them across subjects. This leads to them being expertly prepared for their next stages of education.

Reading sits at the centre of the curriculum. Pupils quickly learn to read and they love engaging with stories. This happens because of the ambitious approach to phonics as well as the way that staff use careful checks of learning to quickly identify any gaps in pupils' knowledge. Teachers then put in place appropriately targeted help for those who need it to catch up. This is successful because staff training allows them to support pupils' reading effectively. Pupils relish reading a wide range of sophisticated texts and genres. They enjoy discussing their favourite Shakespeare plays, for example.

The richness of the curriculum fosters pupils' curiosity about different subjects and helps them to identify their particular areas of interest. Pupils describe how the curriculum is helping them to choose their future careers. For example, pupils speak about how lessons in design and technology and science inspire them to want to become space scientists.

From the Nursery upwards, the curriculum is carefully planned and taught. Leaders have made sure that it caters for children's needs and prepares them to be successful in Year 1 and beyond. The knowledge and skills that children learn in the early years is extended progressively as they move through the school, supporting them to understand increasingly demanding and complex subject content.

Assessment is used expertly to check that pupils are knowing and remembering more. These assessments mean that teachers identify when further support is needed, and lead to effective adaptations to learning being put in place. Through this work, pupils are skilfully supported to recall and apply what they have been taught.

Pupils with additional needs are quickly identified when they join the school. The school also ensures that it is highly aware of how these needs might change or present themselves as pupils get older. Teachers provide these pupils with individualised support to ensure that they learn the same curriculum with the same success as their peers.

Pupils' behaviour strongly supports their learning of the curriculum. They work collaboratively in class. Older pupils are excellent role models for younger pupils. The school ensures that pupils and their parents know the importance of attending school every day. Alongside this, the high-quality curriculum and learning experiences ensure that pupils want to be in school.

Pupils have an extensive range of opportunities to develop their character beyond the academic curriculum. There is a strong inclusive ethos and pupils are taught about personal responsibility. Pupils are exceptionally well prepared for their next phase, with plentiful opportunities for them to think about their future lives and aspirations. This includes the large range of careers that pupils learn about and how to access these.

Pupils are taught how to look after their mental health. They learn how to regulate their emotions and this contributes to their success and that of their peers. They are proud of their school and value the various enrichment opportunities, such as taking part in national competitions. Pupils learn a lot from the various leadership opportunities that are available to them. They also develop themselves as responsible and caring members of society, for instance, by completing many charitable activities.

Staff feel well supported by leaders. Leaders ensure that they are developed professionally.

The proprietor has ensured that the independent school standards are met consistently over time, combining effective oversight and aspirational direction for the school's work.

The school complies with schedule 10 of the Equality Act 2010. The school meets the statutory requirements of the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

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 information from Ofsted Parent View 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.

School details

Unique reference number	102939
DfE registration number	318/6055
Local authority	Richmond Upon Thames
Inspection number	10322570
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	187
Number of part-time pupils	39
Proprietor	Jack and Jill School Limited
Chair	Karen Papirnik
Headteacher	Cara Ventham and Nick Hitchen
Annual fees (day pupils)	£5,256 - £16,215
Telephone number	0333 3444 630
Website	www.jackandjillschool.org.uk
Email address	office@jjfos.uk
Date of previous inspection	21 to 23 January 2020

Information about this school

- The Jack and Jill Family of Schools operates from three sites: 20 First Cross Road, Twickenham, Middlesex, TW2 5QA (Jack and Jill Nursery for children aged two to four), 30 Nightingale Road, Hampton, Middlesex, TW12 3HX (Nightingale House – for pupils aged five to six) and 165-167 High Street, Hampton Hill, Hampton, TW12 1NL (Clarence House for pupils aged 7 - 11)
- The school has provision for two-year-olds.
- The school admits boys and girls in the Nursery classes and only girls in the Reception Year to Year 6.
- The school organises and manages before- and after-school care, including during the school holidays.
- The school does not use any alternative provision.
- The school has a Christian ethos.

Information about this inspection

Inspectors 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.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the proprietor, the heads of school and other senior members of staff.
- Inspectors carried out deep dives in these subjects: early reading, history, personal, social, health and economic education and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The school's safeguarding policy is published for parents on the school website. It is in line with the government's latest legislation.
- The inspectors considered the views of parents shared through the Ofsted online survey, Ofsted Parent View. They gathered the views of pupils and staff through Ofsted's online pupil and staff surveys, as well as through discussions conducted throughout the inspection.

Inspection team

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