

# Jack And Jill School

## CONTENTS

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### [Introduction and summary](#)

[Purpose and scope of the inspection](#)

[Information about the school](#)

[Summary of main findings](#)

[What the school does well](#)

[What the school must do in order to comply with the regulations](#)

[Next steps](#)

### [Compliance with the regulations for registration](#)

[1. The quality of education provided by the school](#)

[The quality of the curriculum](#)

[The quality of the teaching and assessment](#)

[Does the school meet the requirements for registration?](#)

[2. The spiritual, moral, social and cultural development of pupils](#)

[Does the school meet the requirements for registration?](#)

[3. The welfare, health and safety of the pupils](#)

[Does the school meet the requirements for registration?](#)

[4. The suitability of the proprietor and staff](#)

[Does the school meet the requirements for registration?](#)

[5. The suitability of the premises and accommodation](#)

[Does the school meet the requirements for registration?](#)

[6. The quality of information for parents and other partners](#)

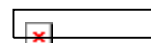
[Does the school meet the requirements for registration?](#)

[7. The effectiveness of the school's procedures for handling complaints](#)

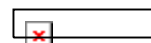
[Does the school meet the requirements for registration?](#)

[School details](#)

## Introduction and summary

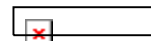


## Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

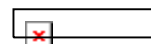
## Information about the school



Jack and Jill School is a non-denominational independent school for girls and boys aged three and four and thereafter girls aged from five to seven years. At the time of the inspection there were 121 pupils on roll of whom 38 were part-time. The school was founded in 1951 by the grandmother of the present principal. The school is on two sites: one in Hampton for the older girls and one in Twickenham for the pupils under five.

The school aims to provide a broad curriculum based on reading, writing and mathematics enhanced by opportunities for learning in other subjects so as to give pupils an enjoyable all-round education. It tries to ensure that on leaving, each girl is placed in the school most suited to her abilities.

## Summary of main findings



Jack and Jill School is a good, small independent school which successfully meets its aim 'to give children a memorable start to school life and lay firm foundations for their future years of education.' The principal guides all aspects of the school's development very effectively. Teaching is good, particularly in English and mathematics, which receive a strong emphasis in line with the school's

make rapid progress and achieve well. The school cares very well for its pupils and ensures an enjoyable and effective learning environment in which they thrive and feel safe.

### What the school does well

- it provides good quality teaching which contributes strongly to pupils' high achievement;
- it supports pupils' moral, social and cultural development very effectively;
- its day-to-day administration and organisation are very efficient;
- its procedures to ensure pupils' welfare, health and safety are exemplary; and
- it prepares pupils very well for the next stage of their education.

### What the school must do in order to comply with the regulations

The school complies fully with the regulations.

### Next steps

Whilst not required by the regulations, the school might wish to consider the following points for development:

- to refine planning so as to identify learning objectives more precisely;
- to devise a marking policy to ensure consistency across year groups and throughout the school; and
- to review the nursery learning environment to bring it in line with the rest of the school.

### Compliance with the regulations for registration

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#### 1. The quality of education provided by the school

#### The quality of the curriculum



The curriculum is good and inclusive. It is described by the school as 'every experience a child encounters while at Jack and Jill'. The school is conducting a thorough review of its curriculum and has made considerable progress in writing detailed schemes of work for all subjects of the National Curriculum (NC) including religious education (RE). The school teaches all the NC subjects, including French from the reception year onwards. The curriculum is appropriate for the age of the pupils and meets their needs. One of the notable features of the school is the specialist teaching of music, dance, ballet, physical education (PE), French, art and design and technology from the reception year, and swimming from Year 1 onwards. Specialists from an educational company teach information and communication technology (ICT) weekly to the pupils in Years 1 and 2. The school gives strong emphasis to the pupils' personal development through its programme for personal, social and health education (PSHE), which includes aspects of citizenship. This is effectively integrated into the weekly curriculum.

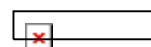
The newly-revised schemes of work for all subjects ensure suitable content and coverage of the NC. Detailed medium-term plans are used effectively by staff to plan their weekly programmes. Teachers' individual planning focuses on developing the key skills of literacy and numeracy, which pupils concentrate on during the morning sessions. The afternoon sessions are devoted to more creative work, physical and scientific activities. The older pupils move from the school site in Hampton to the Twickenham site three afternoons each week to take advantage of more spacious facilities for physical and creative activities.

Pupils are prepared very successfully for the entrance examinations they take for the next stage of their education. Their class work is extended effectively by the provision of homework which builds well on what they have learnt in school and encourages their own investigative skills. Curricular provision and classroom support for pupils who need additional support is good.

The school uses the national guidance for the Foundation Stage to plan lessons for the younger pupils. It provides an appropriate range of planned activities covering the six areas of learning with a range of opportunities for both teacher led and pupil-initiated activities.

The curriculum is enhanced by visits to places of interest, which include nature centres, museums and galleries. The school runs an after-school club for both its own pupils and those from other local schools.

### **The quality of the teaching and assessment**



The quality of teaching is predominantly good. Much of the teaching is demanding and, as a result, pupils work hard, progress is good and achievement is high. Staff are well qualified. Their subject knowledge is always secure and very good in English and mathematics. Specialist teaching in subjects such as PE, ICT, music, ballet and French, enhances pupils' learning.

Planning is systematic and conscientious with learning objectives identified in most cases. These are sometimes too general and need greater refinement so that the precise learning is clearly identified. Teachers know pupils' capabilities very well and the small class numbers allow consistent individual support, which helps pupils to make very good progress. In the best lessons, teachers' subject knowledge is strong and they use questions and answers very effectively to extend pupils' learning. Teachers place an emphasis on pupils learning and using the specialist vocabulary of the subject, as in a mathematics lesson in Year 2 where pupils worked hard to classify 3D shapes and to describe their characteristics accurately. In all classes teachers show great sensitivity in identifying pupils' errors or misunderstandings, and they help them to clarify their thinking through clear explanations. In a small number of lessons where teaching is less good, pupils spend too long

listening or engaged in insufficiently demanding tasks. Within the limitation of the buildings, teachers provide an interesting learning environment. By contrast, the nursery classrooms are markedly less stimulating.

The teaching of literacy and numeracy skills has a high priority and consequently pupils achieve well. Although the written work in the subjects seen was of a good quality, taken together there is an overuse of published worksheets. This sometimes results in pupils colouring in worksheets instead of being required to compose text which would tell teachers precisely what they know, understand and can do in that subject. Some lessons make good links between subjects, as in English in Year 1 where work on non-fiction focussed on growing beans and usefully reinforced learning about plants in science. Pupils' very good skills in reading and writing are not always used to increase their learning in other subjects of the curriculum.

Homework is given consistently and builds on work covered in class, helping pupils to consolidate learning or practise skills. Teachers also use 'Finding Out' topics to encourage pupils to investigate and explore particular topics such as Famous Scientists, Teeth or Planet Earth. These encourage pupils to shape their own learning, pursue an interest and work with some independence.

Teachers expect the pupils to work hard and do their best and they respond appropriately. Pupils are confident, articulate and they do not hesitate to ask for help when they find something difficult. In discussion with pupils it was very clear that they enjoy school and feel they are making progress.

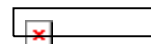
Marking is conscientious and sometimes explains to pupils why their work is good, but rarely gives guidance to pupils on how to improve. There is no written marking policy to ensure consistency across the school but this is currently under review. The effective wider assessment procedures include the regular use of standardised tests in reading, English and mathematics. The results are recorded and used to check pupils' progress and to pick up any areas of pupils' achievement which might need further investigation. The pupil profiles compiled from this test evidence show that pupils achieve well, with all leavers gaining admission to the schools of their choice. The profiles are effectively shared with parents, particularly in discussions to help them choose the most suitable next school.

Good quality reports are written each year for all pupils. In addition, in the spring term, pupils in the reception class and Year 1 have an interim report for English and mathematics which also has useful, general comment about their child's attitude and response in school.

***Does the school meet the requirements for registration?***

Yes.

**2. The spiritual, moral, social and cultural development of pupils**



Provision for the pupils' spiritual, moral, social and cultural development is very good. An atmosphere of mutual respect is very evident in this caring, family school. The staff are warm and friendly towards the pupils, who respond by trying hard and behaving very well.

The school is run on Christian principles, although pupils of all faiths are welcomed. Assemblies are planned effectively to give pupils the opportunity to explore values and beliefs, and reflect on spiritual and moral issues. The school is fortunate in having an association with local churches and performs its nativity play in one at Christmas. Pupils are encouraged to develop an awareness of their own and others' beliefs through planned RE lessons and 'circle times' for younger pupils. These give them time to consider, among other things, the circumstances of those less fortunate than themselves.

Pupils are provided with a clear moral code as a basis for very good behaviour, which is promoted consistently through all aspects of the school. They distinguish right from wrong and relationships are very strong at all levels.

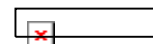
Pupils are actively encouraged to participate in all school activities such as the productions at Christmas and in the summer. These activities include all pupils, who benefit from the positive experiences. The school is effective in helping its pupils to develop personal qualities such as thoughtfulness, honesty and self-respect. Older pupils are encouraged to be responsible and support the younger pupils, for example they act as 'partners' taking care of them on the frequent coach journeys between sites.

Opportunities are provided for pupils to explore their own and others' cultural values. They begin to appreciate cultural diversity by studying other people's values and beliefs through their RE, PSHE, art, history and geography lessons. Visits to galleries, museums and places of interest further extend pupils' awareness of their cultural heritage.

***Does the school meet the requirements for registration?***

Yes.

**3. The welfare, health and safety of the pupils**



Welfare is a significant strength of the school. Pupils' safety, health and welfare are secured through a wide range of comprehensive policies which are assiduously implemented. These are regularly revised and updated. Risk assessments for school visits and the internal and external areas of both sites have been carried out rigorously. The routine coach journeys between the two sites are very efficiently organised, causing minimum disruption.

The child protection policy is very good and all aspects are thoroughly covered. A high quality policy on behaviour works effectively in encouraging and embedding very good behaviour. There are sufficient trained First Aiders on both sites at all times.

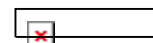
The school makes extensive provision for fire safety with regular well-documented fire drills. All fire fighting equipment is routinely checked under contract. Detailed fire and general risk assessments have been carried out on both sites. The admission and attendance registers are in very good order.

The school fulfils its duties under the Disability Discrimination Act 2002 with its detailed three-year plan.

***Does the school meet the requirements for registration?***

Yes.

**4. The suitability of the proprietor and staff**

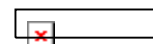


all pre-employment checks, including Criminal Records Bureau clearance, are carried out rigorously and induction systems implemented and recorded methodically.

***Does the school meet the requirements for registration?***

Yes.

**5. The suitability of the premises and accommodation**



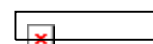
The premises and accommodation are suitable for use as a school. The school is situated in two separate buildings, three miles apart, in Hampton and Twickenham. The Hampton school is a detached house in a residential road, carefully adapted for the school's use. There are three attractive classrooms on the ground floor and an additional classroom in a demountable building at the rear of the premises. There is a room used for ICT on the first floor and the school office. There is a suitable room for use if a pupil is ill. These premises are in very good decorative condition. There is a spacious and well-equipped play area at the rear of the school.

The premises in Twickenham are similarly well planned, although larger, and fully equipped. They provide adequate classroom accommodation for the nursery and reception pupils on two floors of the main building and in single-storey buildings at the rear. In addition there is a large hall on the ground floor, which is fully equipped for use for PE and drama activities. The large rear hard-surfaced playground provides a useful space for play and physical activities.

***Does the school meet the requirements for registration?***

Yes.

**6. The quality of information for parents and other partners**



The school provides an excellent range of good quality information for its parents and prospective parents. This emphasises the importance of the home and school working in partnership and encourages parents to actively support their children's learning.

A high proportion of parents completed the questionnaire sent out before the inspection. Their views reflected considerable satisfaction with the school, which they feel is well run. They believe their children like the school, behave sensibly, are taught effectively and make good progress.

Communication at an informal level is encouraged and teachers are available each morning if parents have a concern or matter they wish to raise briefly. More pressing matters can be addressed by appointment. Twice a year parents are invited to a meeting with their children's teacher and all pupils have a detailed written report in the summer term. Pupils in Reception and Year 1 have a useful interim report on their basic skills in the spring term. A number of parents who responded to the questionnaire did not feel well enough informed about their children's progress. The 'open door' policy and the accessibility of the principal suggest that they have sufficient opportunities available to them to be adequately informed.

The prospectus is brief but succinct and is complemented by comprehensive documentation which gives detailed information about movement into and through the school in different year groups.

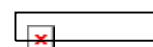
Academic, organisational and domestic matters are clearly and methodically set out for each stage.

The school has compiled an excellent guide for parents about choosing the next school for their children. It lays out sensitively the questions and issues for consideration, and emphasises a willingness to discuss any relevant matter to help inform parental choice. The main receiving schools are usefully asked to contribute a brief profile of themselves and 'the type of pupil the school is looking for'.

***Does the school meet the requirements for registration?***

Yes.

**7. The effectiveness of the school's procedures for handling complaints**

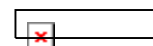


The school's complaints procedure has recently been updated and now meets all the requirements. A copy is distributed to parents when their children join the school and made available to other interested persons on request. It clearly states the stages which may be followed, should they wish to make a complaint.

***Does the school meet the requirements for registration?***

Yes.

**School details**



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Name of school:	Jack And Jill School
DfES ref number:	318/6055
Type of school:	Nursery and Pre-preparatory
Status:	Independent
Age range of pupils:	3-7 years
Gender of pupils:	Mixed in the nursery; girls aged 5-7 years
Number on roll (full-time pupils):	Boys 3, Girls 80, Total 83
Number on roll (part-time pupils):	Boys 14, Girls 24, Total 38
Annual fees (day pupils):	£6,135 - £6,585
Address of school:	30 Nightingale Road Hampton Middlesex TW12 3HX
E-mail address:	jackandjillschool@btconnect.com
Telephone number:	020 89793195
Fax number:	020 89793195
Headteacher:	Miss K Papirnik
Proprietor:	Jack and Jill School Limited
Lead Inspector:	Mrs Eileen McAndrew
Dates of inspection:	21 - 24 February 2005

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