

Jack and Jill School

Independent School

Inspection Report

DCSF Registration Number	318/6055
Unique Reference Number	102939
URN for registered childcare and social care	EY509737
Inspection number	329735
Inspection dates	30 September 2008
Reporting inspector	Wendy Forbes

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005). The inspection of childcare was conducted under Section 49(2) of the Childcare Act 2006.

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of registered provision¹ was conducted under Section 49(2) of the Childcare Act 2006.

This was a light touch inspection (LTI), which focussed principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Jack and Jill School is a non-selective pre-preparatory school whose aim is 'to give children a memorable and enjoyable start to school life and lay firm foundations for their future years of education'. The school 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. It is located on two separate sites in the residential areas of Hampton and Twickenham, in south-west London. At the time of the inspection there were 121 pupils on roll. Children can start school from the age of two and, with the exception of boys, then move through the school until Year 2, at which point most girls then transfer to local independent preparatory schools. A small minority enter with English as an additional language (EAL) or with learning difficulties and disabilities (LDD), including moderate learning difficulties. Extended child care services operate on both sites for Jack and Jill children from 08.00 until 09.00 every day. There is an 'extended day' child care facility from 15.00 until 18.00 for children aged from two to 11 years from the school as well as from other local independent and maintained schools. The school also operates holiday clubs throughout the year, other than the Christmas holidays. The school was last inspected by Ofsted on 21-24 February 2005.

Evaluation of the school

Jack and Jill School provides a good quality of education for both children in the Early Years Foundation Stage (EYFS) and those in Years 1 and 2 of Key Stage 1, and its good curriculum meets the needs of its pupils, who are well motivated and make good progress. Teaching and assessment are good overall, although the school

¹ Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

acknowledges that whole school assessment practices are still developing. Children's spiritual, moral, social and cultural development is good, as is their behaviour, and the caring family ethos and calm atmosphere within the school is reflected in the good procedures for their welfare, health and safety. Since the last inspection the school has addressed the suggested points for development in the Nursery which has vastly improved its provision, which is now good, as is EYFS provision overall. The extended child care provision also offers a good level of care before and after school. The school meets all but two of the statutory requirements, which relate to facilities for pupils who are ill and for the preparation of food.

Quality of education

The quality of education is good. The school is successful in meeting its aim of providing a formal yet pleasant, calm 'home from home' environment which nurtures and develops children's abilities. Children with LDD or EAL are very well supported. The school's policies for such children ensure that appropriate procedures, as well as a good level of adult support, are in place so that they make good progress from their starting points. The curriculum is broad and balanced, and is enriched by opportunities for cross-curricular links. It is enhanced by a wide range of specialist teaching in French, music and ballet, as well as school events, visits and visitors and small class sizes. The school constantly reviews its provision to ensure that it is well matched to children's needs and is appropriately focused on high standards. Consequently, children's basic skills in literacy and numeracy are well developed. Children's information and communication technology (ICT) skills benefit from the provision of computers in a small ICT suite. Class teachers have good subject knowledge, and plan lessons carefully. Teaching assistants are deployed effectively and provide good support for all children. Although teaching and assessment are good overall, the school acknowledges the need to develop procedures universally throughout the school so that all pupils know and understand the next steps to their learning. Children are keen to learn and most make good progress in relation to their starting points. Relationships between staff and children are strong; staff know their children well and have high expectations and encourage them to work hard. Children are very responsive to instructions, confident to ask, answer questions and give their points of view.

Spiritual, moral, social and cultural development of the pupils

Provision for pupils' spiritual, moral, social and cultural development is good. Parents are overwhelmingly positive about how much their children enjoy school: as one parent said 'It is a superb school, my child always looks forward to Monday mornings'. This enjoyment is evident from the very beginning of children's time in the Nursery and can also be seen in their good attendance, attitudes to learning and in the way they respond to each other. Children know right from wrong and consequently behaviour is good in class and around school, reflecting its harmonious atmosphere. Children make a positive contribution to their own school community through weekly citizenship assemblies and in the opportunities offered to plan the garden and play areas. From an early age pupils take responsibility for the resources they use in class and at play. They benefit from opportunities to extend their

knowledge of public services and institutions through an extensive range of cross-curricular projects. They speak enthusiastically about the opportunity to take the school's bear, Jacko, on his travels abroad, writing a diary of his travels whilst away on their family holiday. The children have a good understanding of different lifestyles and cultures, as seen in their knowledge and understanding of different countries, cultures and faiths. Reflective moments in assembly and an end of morning prayer before lunch provide positive opportunities for pupils to contemplate the needs of others. Such experiences help prepare them securely for their future lives and general well-being.

Safeguarding pupils' welfare, health and safety

The school makes good provision for ensuring the welfare, health and safety of all of the children. Sufficient staff are trained in first aid and the arrangements in case of fire and emergencies are good. Appropriate safeguarding arrangements are in place to comply with supervision and child protection, and the appropriate checks before staff appointments are completed and recorded as required. The school pays special attention to the importance of risk assessments, which ensures that children feel safe around school. There is an appropriate plan in place relating to the Disability Discrimination Act 2002 which demonstrates how the school intends to improve facilities for adults and children with LDD.

Effectiveness of the Early Years Foundation Stage

The school has made a good start in addressing the requirements of the recently introduced EYFS framework. Children are cared for well within a warm and nurturing environment and adults help these young children to settle in quickly by providing a high level of individual support and re-assurance. The strength of the provision is reflected in the mutually trusting and close relationships that have been established in the very few weeks since the beginning of the current academic year. Parents are pleased with the school and inspectors agree that children feel safe and happy. A small proportion of children have EAL and, when they join the Nursery and Reception classes, the development of their language and communication skills is given an appropriately high priority. The curriculum has been adapted to meet their needs well. Adults encourage children's speaking and listening and interaction with each other by planning practical activities such as a dolls' tea party or by encouraging children to investigate new textures by playing with smooth, sticky textures such as glue or jelly. Children thoroughly enjoy these opportunities and good teaching and learning result in standards being well above the national average at the end of the Reception year. The developing system for assessing children's skills on entry is helping the school to pinpoint their relative strengths and weaknesses, and they make good overall progress in relation to their starting points. The leadership and management of the EYFS are good and the issue raised by the previous inspection has been addressed in full.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill in accordance with the Education (school premises) Regulations 1999 (paragraph 5(l))
- where food is served, ensure that there are adequate facilities for its hygienic preparation by providing an additional hand wash basin (paragraph 5(m)).

The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

What the school could do to improve further

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

- the regular review of the progress made in establishing the requirements of the recently introduced EYFS framework
- the establishment of a whole school system of assessment for learning which ensures that all children know and understand what it is they need to do to improve their work.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?		✓		
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?		✓		
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		

School details

Name of school	Jack and Jill School		
DCSF number	318/6055		
Unique reference number	102939		
EY URN (for registered childcare only)	EY509737		
Type of school	Pre-preparatory school		
Status	Independent		
Date school opened	1951		
Age range of pupils	2-7		
Gender of pupils	Girls		
Number on roll (full-time pupils)	Boys: 0	Girls: 69	Total: 69
Number on roll (part-time pupils)	Boys: 15	Girls: 22	Total: 37
Number of pupils aged 0-3 in registered childcare provision	Boys:06	Girls:10	Total:16
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£3,975-£8,250		
Annual fees (childcare)	£360-£1,125		
Address of school	30 Nightingale Road Hampton Middlesex TW12 3HX		
Telephone number	020 8979 3195		
Fax number	020 8979 3195		
Email address	jackandjillschool@btconnect.com		
Headteacher	Miss K Papirnik		
Proprietor	Jack and Jill School Ltd		
Reporting inspector	Wendy Forbes		
Date of inspection	30 September 2008		