



Forty Hill Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address	Forty Hill Enfield EN2 9EY
Headteacher	Mr Richard Yarwood
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	102028
Diocese	London
Local Authority	Enfield
Date of last inspection	February 2007

Inspection date	24 th October 2012
National Society Inspector	Miss Gladys Vendy (NS 299)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

Context

Forty Hill School is a heavily oversubscribed one form entry school with an additional class in Year Two. The school is situated in a semi-rural area close to Jesus Church. Children come from a wide area and represent all socio economic groups although there is a rising trend of admitting children from more deprived areas. 55% of children are of white British background. The largest ethnic minority group is of Black British/African or Caribbean heritage. The number of children eligible for free school meals is below the national average as are the numbers of children who have special educational needs or disabilities or who speak English as an additional language. Children enter school with a variety of pre-school experience and their skills are broadly in line with age related expectations. They make very good progress and attainment at the end of Key Stage Two is significantly above average and rising. The majority of pupils are from Christian families.

The distinctiveness and effectiveness of Forty Hill School as a Church of England school is outstanding

The close working partnership of the Head Teacher and Vicar secure the Christian ethos of the school through their clear Christian vision. The school is effective in valuing all members of its community.

Established strengths

- The leadership and management's clear vision and values statement of the school as a Christian community supports the excellent relationships between the school staff and provide the children with positive role models of Christian witness.
- Carefully planned collective worship and Religious Education together with opportunities for reflection develop children's knowledge and understanding of Christianity and contribute to their spiritual and moral growth.
- The close and active partnership between the clergy, members of the parish church and the school impacts upon the spiritual development of the school community.

Focus for development

- Further refine assessment procedures to be manageable and effective.
- Formalise monitoring, reporting and evaluation of Religious Education and collective worship by the Governing Body.

The school through its distinctive Christian character is outstanding at meeting the needs of all its learners.

The recently revised values and vision statement to which all groups of the school community contributed provide a firm and aspirational basis for the school's Christian ethos. Children are familiar with the concepts which were given to them on a printed postcard. Some have put these in their books others say they have them on the outside of their fridge. It puts the child at the heart of the school so that every child feels valued and special within a welcoming, happy and caring environment. As one child said 'I feel comfy here'. Great emphasis is placed on being an inclusive school that celebrates the diversity of pupils' backgrounds and teaches respect for each other. Children understand what it means to 'grow up on the inside as well as on the outside' and can express this in terms of spiritual and moral behaviour. Asked about behaviour they said 'it's about making right choices'. Relationships between all groups are very strong and the children say they know members of staff are good friends as they hear them laugh a lot. Very good tracking systems lead to early identification of needs so that children are well supported and the more able suitably challenged. The recently reviewed curriculum encourages creativity, adds an international dimension and through the philosophy for children programme develops pupils' ability to think analytically. Pupils have developed strong links with a school in the Cameroons and have a good awareness of global as well as national issues. They have achieved the International School Gold award. A wide range of extra-curricular clubs, including a breakfast club offer opportunities for social and cultural development. Pupils exercise leadership and responsibility through the school

council, playground buddies and young sports leaders. The school is an effective eco-friendly school and pupils show great care for the environment. There are many visible signs that this is a church school with high quality RE displays around the school and in the foyer that impact upon the whole community. Parents said that the school exceeds their expectations, it is integral to the church and their children are happy. The specially built footpath between the church and the school facilitates the partnership between the church and the school. The Vicar regularly comes to the school and the children visit the church for worship and curriculum activities. There is a mutual sharing of information which promotes community cohesion.

The impact of collective worship on the school community is outstanding.

The collective worship policy provides clear guidance for worship which is integral to the daily life of the school. Worship is planned by the Head Teacher and the Vicar and follows Christian themes and the church calendar year giving cohesion to Sunday worship. Worship is non-sacramental but follows a liturgical format. The Lord's Prayer is said regularly and has been adopted as the school prayer. Each class has its own lunchtime prayer. Some classes have made prayer books about themes such as the homeless. Worship is led by different people, including the clergy, so that children experience a broad range of worship styles. All major Christian festivals are observed. In addition to attending Jesus church four times a year children sometimes attend worship in other Christian churches. All acts of worship are well recorded and evaluated. The act of worship observed focused on the first two commandments. This linked well with the school vision statement 'to treat others the way you would like to be treated'. Children came in quietly and chose with whom to sit. One child described this as a 'luxury' because 'you can sit with your brothers and sisters.' The younger children were well cared for by the older ones and it contributed to all children feeling special. Children read from the Bible and enjoyed the opportunity to respond to the dramatic presentation of a story. Children reflected well upon the questions, 'what would God do?' and 'what would Jesus want me to do?' The children sang enthusiastically in two parts using actions. Signing is often used to complement speech and this enables everyone to join in. Children say they enjoy worship – 'it reminds us we are all part of God's family' and 'it helps me to grow up on the inside'. Parents are invited to class assemblies, one of which each year reflects an RE theme. These are well attended. Each September all families are invited to a Sunday service in church which blesses the start of the school year. All children leaving receive a Bible from the governors at a special service.

The effectiveness of Religious Education is outstanding

RE is given a high profile and is properly timetabled, budgeted and resourced. RE is very well led by an experienced and supportive co-ordinator. The Diocesan scheme of work is well embedded and the use of Godly play encourages children to become reflective learners. An RE focus week is held each year and often activities are with mixed age groups. This builds firmly on the school's Christian ethos. A specific tracker programme for assessment, which was an issue in the previous denominational inspection, was trialled. This has since been modified for use in pupil interviews to gauge the impact of learning. The school needs to further refine assessment procedures to be manageable and effective. Standards of attainment in RE are very good and in line with other core subjects. Work is regularly scrutinised, lessons observed within the school's planned cycle and feedback given to staff. Teachers have a clear understanding of the two attainment targets, learning about and learning from religion, which are effectively embraced within the learning objective. Marking is carefully matched to the learning objectives and contains constructive feedback to pupils. A learning walk of RE through the school showed very good continuity and progression. In all lessons there was a very good use of resources and ICT proved an effective visual stimulus. The younger children enjoyed the practical activity of making soup from school grown vegetables and learning about sharing God's gifts. Parables helped children reflect upon key Christian values such as in the story of the pearl of great price when children considered if they had anything so precious they would sell everything to keep it. Their answers were insightful and showed that they understood the value of families and love. Learning was always placed within the context of previous work and pupils showed very good prior knowledge and understanding. Younger children linked the ten commandments with previous work on The Torah and one child remembered Martin Luther King's message from Black History week to love one another. Teachers

were secure in their knowledge, responded confidently to children's question and set a good pace for learning to which the children responded keenly and empathetically. The story of Noah's Ark was used a stimulus with older children to further their understanding of the school's Vision and Values statement. Children listened respectfully to each other and posed their own questions. The response to a question about provision of food for the animals was that God would provide and it might be like the feeding of the five thousand. The quality of learning and teaching observed was very good. In all lessons the atmosphere was calm and reflective and the lesson often ended with extempore prayer.

The effectiveness of the leadership and management of the school as a church school are outstanding

The Head Teacher's strong and clear vision for the school is confidently shared and articulated with all in the community. He is very well supported by the Senior Management Team and the Governing Body. Christian values are embedded throughout the school day in all interactions and relationships. The Foundation Governors, some of whom are significantly involved in the parochial church council, are well represented on the Governing Body and work hard to shape the direction of the school. A Governors' Day is held regularly that gives them the opportunity to participate in lessons including Religious Education. Although collective worship and RE is reported through the Head Teacher and post holder, the monitoring, evaluating and reporting on these areas by the governors is as yet informal. Everyone is committed to raising the effectiveness and quality of teaching and promoting the Christian values of the school. Professional development is well promoted and opportunities are given to all staff to take on responsibilities. The RE action plan has rightly identified areas for development. Pupils and parents views are taken into account through regular surveys and acted upon appropriately. Communication with parents and their support for the school is very good. The school is well supported by the diocese and the local authority. The provision for collective worship, the teaching of RE and the strong leadership and management of the school impact strongly upon the distinctiveness and effectiveness of the school as a church school. The school has very good capacity to develop even further.

SIAS report October 2012. Forty Hill Primary School, London, EN2 9EY



Judgement Recording Form (NSJRF)



Name of School: Forty Hill Church of England Primary School
Forty Hill, Enfield, Middlesex, EN2 9EY

Date of inspection: 24th October 2012

Type of Church school: Voluntary Aided

Phase of education: Primary

Number of pupils: 237

URN Number: 102028

NS Inspector's Number: 299

Rating 1-4*

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate