



National Society Statutory Inspection of Anglican Schools Report

**Forty Hill Church of England Primary School
Forty Hill
Enfield
EN2 9EY**

Diocese: London

Local authority: Enfield
Dates of inspection: 20th February 2007
Date of last inspection: 23rd April 2002
School's unique reference number: 102028
Headteacher: Richard Yarwood
Inspector's name and number: Lyn Field NS151

School context

This average size school takes children from a range of backgrounds. They come from a wide area through the school's religious status and a significant proportion are from a non-white British origin. The school has a semi-rural setting and has taken advantage of this to develop an outdoor classroom.

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

This is a school community where everyone involved wants to be part of it on a daily basis. This is because of the headteacher's leadership and the strong spiritual and moral basis to the curriculum where faith is openly discussed. The school is outstanding overall because Christian values have a powerful impact on the broad achievement of pupils.

Established strengths

- The emphasis placed on personal development to enable children to achieve their best
- The excellent attitudes of pupils to religious education
- The commitment of staff and governors to meeting the individual needs of pupils
- The spiritual and moral benefit children gain from whole school RE projects

Focus for development

- To explore the impact of spiritual development across the curriculum and distinguish this from children's progress in religious understanding

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

Listening to children is a key feature of the school. The school day is structured to enable this to happen and it is very effective in ensuring children's needs are met. Pupils are aware of the different avenues open to them and say these are well used. As a result, children feel they matter and the staff know their efforts are worthwhile. The emphasis on individual and small group support raises the self-esteem of pupils and motivates them to 'be the best they can'. Pupils share a strong sense of identity with the school because everyone sees it as their responsibility to work towards the achievement of the whole school. There is a real honesty in the way children encourage one another. Difficulties are openly recognised and poor behaviour is challenged. This works because there is a clear behaviour code and teachers model strategies so that pupils can support each other. Even the youngest children can explain that this ethos is based on New Testament teaching to treat others as you would like to be treated. Excellence in learning is the central concern of this community and how people treat each other determines the atmosphere in which they work and how well they achieve. Children say problem solving is as much about resolving difficulties between people as it is about Maths. Christian values are used as reference points and children show a good knowledge of parables for this purpose. The church school ethos helps to shape the curriculum. Whole school focus weeks where RE plays a vital part enable children to deal with the big questions of life and death and this makes a significant impact on their spiritual and moral development.

The impact of collective worship on the school community is good

The Christian faith is an integral part of community life in the school and this is reflected in the style of worship. Curriculum projects and the contributions of individuals and groups to school life are recognised in assemblies and are often the focus for thanksgiving. This reflects the core ethos of learning and achievement, but it in no way detracts from the distinctive Christian nature of worship. This is because the headteacher is skilful in linking real experiences in the lives of pupils to Christian teaching. On Shrove Tuesday, for example, the introduction to Lent was made with two of the school's sporting pupils to show how the preparation of Lent is directed at a future point in time and mirrors their training. The spiritual dimension of worship is rich because leaders use both spoken and sign language that promote deeper human experience and this is followed through in the classroom. Children can be heard to use phrases such as 'growing inside as well as outside'. There are, however, limited opportunities for pupils to use quiet reflection time to search their own thoughts. The pattern of worship through the year strengthens children's spiritual development. It celebrates a range of festivals that reinforce the Christian story and in addition, marks key moments in the lives of individuals and the whole communities. There are special services in church for the beginning of the year, Remembrance day and the farewell to Y6. The monitoring of worship involves the canvassing of all stakeholders but the focus has been on the organisation rather than the impact on personal growth. The school has taken action in response to the outcomes so far by increasing the participation of pupils in worship and they are keen to volunteer to lead the Lord's Prayer each day.

The effectiveness of the religious education is good

Pupils have very positive attitudes to RE and rigorously defend its place in the curriculum. Whole school focus weeks have a particularly strong impact like Black History week that challenged the children both spiritually and morally. As a result it has developed their use of religious language and their awareness of imagery.

Standards are above average because pupils are highly motivated as teachers employ effective strategies that maintain the pace of learning. Pupils can identify the key Christian teaching in familiar stories and relate this to the decisions they make in their own lives. This demonstrates that children are not just acquiring new religious knowledge but are using it to reflect on the broader issues in life. This makes a significant impact on their spiritual development but assessment in RE does not make a clear distinction between this and how well children apply their religious knowledge. Progress is not always consistent across year groups. Similar themes are approached in different ways but the objectives for lessons do not always build on children's previous learning. The new co-ordinator has been quick to identify this and understands how this needs to be addressed. The monitoring of RE is comprehensive but the focus on provision has detracted from identifying what needs to be done to raise standards still further. The outcomes to date have nevertheless resulted in imaginative cross-curricular projects that have inspired children's learning.

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

This is a school where Christian values are so embedded in its service to the community that staff and governors do not distinguish what it is they do that is distinctively Christian. There is clear evidence that the Christian ethos gives a powerful direction to the leadership and management of the school because all members of staff are united in this aim. Recruitment procedures are careful to ensure the vision for the school is sustained. The quality of pastoral care is exceptionally good because there is challenge and support in equal measure for how staff carry out their roles and this stems from the leadership of the headteacher. Parents support the worship in school and feel its church status gives strong moral direction to the children and a real sense of responsibility to their community. Governors support the high profile of RE across the curriculum. This is monitored together with collective worship and creative initiatives, such as the Apostle Trail, are planned as a result of effective links with the church. There is currently no point at which a global analysis is made of the school's Christian ethos. This means the school misses the opportunity to celebrate the full impact that Christian values have on the achievement of pupils.