

# Forty Hill CofE Primary School Profile



## Forty Hill CofE Primary School

Forty Hill  
Enfield, Middlesex, EN2 9EY  
Telephone: 020 83630760  
<http://www.fortyhill.com/>

Children's Service Authority:	Enfield
Age range:	4-11
Number of pupils:	240
Head teacher:	Mr Richard Yarwood
Chair of governors:	Mrs Lisa Paskin

## What have been our successes this year?

The school's most recent Ofsted Inspection in December 2006 judged:

- Achievement and standards - outstanding
- Personal development and well-being - outstanding
- Quality of provision - outstanding
- teaching and learning - outstanding
- Curriculum and other activities - outstanding
- Care, guidance and support - outstanding
- Leadership and management - outstanding

This is what ofsted had to say:

By the end of Reception Year the children have achieved a good level of development. Many work well within the first levels of the National Curriculum. They are confident, work well together and rapidly develop skills they need to become competent readers writers and mathematicians. Pupils retain their momentum and by the end of year 2 standards are well above average. The relaxed and happy ethos of the school, where pupils feel safe and valued maintains their commitment to high

achievement and by year 6 standards are consistently high. This assurance of self worth gives pupils with learning difficulties or disabilities a pride in their achievements that ensures they make rapid progress. The most able pupils thrive because of the challenges they face.

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## What are we trying to improve?

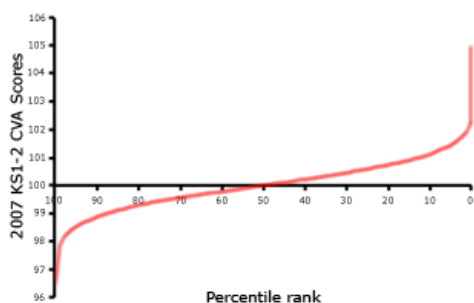
Our key priorities for improvement in 2010-2011 are:

- Respond to the outcomes of our 2010 Inclusion Survey. In particular, to consider ways for parents to have a better understanding of how their child is getting on
- Embed strategies for raising standards and progress in writing from KS1 to KS2
- Establish a reciprocal exchange between Government School Babungo in the Cameroon and thereby develop an International dimension to our curriculum
- To further develop a creative cross curricular curriculum
- Efficiently absorb an additional class into school including the associated building work to facilitate these extra children
- Restructure the school Governing Body to make it more effective in its role

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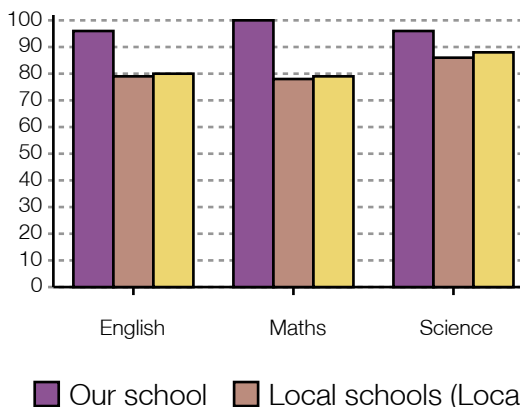
## How much progress do pupils make between age 7 and 11?



- Our school      I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

## How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2009. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

## How have our results changed over time?

In Key Stage 1 results show a variable trend of Average Point Scores, but still remain above borough and national figures

KS1	2004	2005	2006	2007	2008	2009	2010
APS	16.8	16.9	17.4	16.6	15.9	15.5	16.0

In KS2 Average Point Scores remain above borough and national figures, but there is an erratic trend in the number of children achieving Level 5 in English overall. 2010 saw a low English result due to weak writing standards.

	English Level 4+	English level 5+	Maths Level 4+	Maths Level 5+
2007	82%	46%	93%	39%
2008	93%	15%	96%	52%
2009	96%	50%	100%	35%
2010	83%	21%	97%	41%

## **How are we making sure that every child gets teaching to meet their individual needs?**

We believe that as a caring, Christian School, every child who comes to us has the right to expect an education which enables them to achieve their full potential, regardless of educational, social or cultural background. The individual child is our central concern and it is essential that at all times they should be consulted and help to plan and agree to participate in any actions that will be of benefit to them.

Children with SEN are identified early in school life and programmes for support effectively established. We recognise the importance of different preferential learning styles of children and where appropriate adapt curriculum to take these into account.

A thorough Assessment policy identifies children at risk of not making good progress across the school. Programmes of support are put into place for these children which may include small group and 1:1 sessions. Their progress is carefully monitored.

The SEN Policy and Gifted and Talented Policy are available from the office on request.

Currently there are 33 children on the SEN register - with 1 children with a statement

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## **How are we working with parents and the community?**

The most recent Governors Inclusion Survey for parents was carried out in January 2010. There was a 50% response which on analysis revealed an extremely satisfied parent body.

There is an open door policy for parents in school whereby they can access staff and head on a daily basis.

We inform parents of events and initiatives through a regular weekly newsletter, termly Class letters, curriculum evenings, termly Parent Consultations, termly Governor Surgeries and through our regularly updated website ([www.fortyhill.com](http://www.fortyhill.com))

## What have pupils told us about the school, and what have we done as a result?

During circle time, one to one or small group discussions, assemblies, curriculum leader pupil interviews and particularly through our School Council, learners tell us that what they like about the school is:

- their relationship with teachers
- their friendships
- their "interesting" work
- our "focus" days
- the variety of extra curricular-activities

Our response to this feedback was to:

- increase the variety and frequency of 'focus'days and visiting artists
- provide a range of different resources to use at playtime
- change the school dinner menu to reflect what they most liked to eat

'School Council were able to clearly identify subjects that they deemed enjoyable and those that were not so pleasureable justifying their views' LEA review Spring 2006

'School Councillors keep an eye on the lunch menus, behaviour and safety around the school. They take their responsibilities as the voice of the pupils very seriously' Ofsted Dec 2006

In 2008, led by the School Council we were able to achieve Eco School status.

In 2010 the School Council met with the Headteacher of Government School Babungo, Cameroon and discussed what growing up and school life was like in England.

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## **How do we make sure our pupils are healthy, safe and well-supported?**

The school has achieved 'Healthy School Status'(2003) and which was re-affirmed in 2007

The School has achieved 'Activemark Gold Status' (2004)The school has achieved the Artsmark status (2006)

We became an 'Eco School' in 2009 and an 'International School' in 2010

Lunchtime menus have been redesigned to give greater quality of dinners.

Reception children are entitled to free school milk and all Infants share free fruit every morning.

Regular 'Brain Gym' exercises in classes.

Fitness is promoted through PE curriculum and extra curricular activities.

Healthy living is part of the PSHE curriculum. Included is an understanding of the dangers of smoking and substance misuse.

Very effective behaviour policy results in few breaches of school code of conduct.

There are few instances of bullying and racist incidences.

All staff trained in child protection procedures, key staff identified for vulnerable children to talk.

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## **What activities and options are available to pupils?**

The children are offered a wide range of sport, art and musical opportunities both during and after school.

We regularly invite specialists into the school to enrich our curriculum (e.g. Different instruments of the Orchestra, Clay Potter, Dancers, African Drummers, Artists, Musicians, etc)

We organise highly popular termly 'focus weeks' where we concentrate on curriculum areas other than English, maths and science and twice a year we hold an Art and Christmas Art day.

We take part in all the local sports leagues and events organised for schools including dance, gymnastics and art events. We recently finished third in the Enfield Schools Gymnastics Competition. Two years year we were the borough Tag Rugby champions. In 2011 we won the Small Schools Football League. Our girls football team came second in their league.

Each class presents an assembly to the school and their parent/carers every term.

We hold three main shows a year for parents to enjoy . All classes are encouraged to go on school trips. Class 6 children attend a week long School Journey to the Isle of Wight, where they enjoy a range of outdoor activities.

There are 3 Church services dedicated to the school during the year.

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## What do our pupils do after leaving this school?

Due to our unusually large catchment area, the children from Forty Hill C of E School go to a wide range of secondary schools when they leave us at the end of Year 6. The leavers of 2010 went to:

BISHOP STOPFORD 2

CHASE COMMUNITY 7

ENFIELD COUNTY 2

ENFIELD GRAMMAR 2

HIGHLANDS 3

OASIS ACADEMY 2

OUT OF BOROUGH 10

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## Ofsted's view of our school

The school provides an excellent education for its pupils. The headteacher's outstanding leadership has established a high quality teaching and support team. This results in high achievement and is a key reason why the school has continued to do so well since the last inspection. The attention the school gives to the teaching of basic skills is echoed by the high quality provision for the arts and sport. As a result, pupils make rapid progress and make it very clear that they love to learn.

The outstanding Reception Class team bombard the children with high quality learning experiences as soon as they walk through the door. Necessary routines, such as registration, are used to generate learning. The children are very eager to participate and show off their good language and mathematical skills. One parent says 'Our child is happy to tell us all the fun things she has learnt.' Although attainment on entry to the school is about average overall, almost all children achieve the goals expected by the time they join Year 1.

Pupils continue to make rapid progress and by the end of Year 2 standards in reading, writing and mathematics are well above average. By the time they leave school standards are very high. In 2006 they were in the top 3% of all schools nationally and the school's challenging targets have been met or exceeded over the last four years. This represents high achievement. Although the present Year 6 pupils are not attaining such high standards, especially in writing, the excellent provision ensures that they are achieving as well as they can. A high quality wind and brass ensemble and tuneful singing in the Nativity play demonstrate the same high achievement in the arts.

Teaching is outstanding. Careful planning ensures that all pupils have their needs met to the full. Excellent relationships, the teachers' high expectations and lively lessons ensure pupils enjoy their learning and work very hard. All pupils have personal targets to help them improve their work. Pupils know what makes their work successful but occasionally a small minority of teachers do not tell them what to do to improve when they are marking work. Pupils' targets are rarely mentioned so many forget what they are. Oral assessment is excellent but written comments would help pupils take more responsibility for their learning.

This is a school where every child matters and adults take every opportunity to promote self-esteem and care for others. The strong Christian ethos of the school shines through, not least in the respect pupils have for the faiths and opinions of others. The rich curriculum ensures that pupils delight in learning. Personal, social and health education is promoted very well and pupils know how to care for themselves.

The excellent leadership and plans for development that are integral to the school's evaluation of its strengths and needs, ensure that the school moves from strength to strength.

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Date of last inspection: 11-Dec-2006

Ofsted graded our school as outstanding

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Forty Hill CofE Primary School](#)

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## What have we done in response to Ofsted?

Following our last inspection we are working to:

- 'Make sure all pupils know what they need to do to improve to enable them to take more responsibility for their learning' by providing opportunities for teachers to work with small groups of children with similar learning targets.
- Understand more about learning outcomes for children by training curriculum leaders in the techniques of effective pupil interviewing.
- Put into place 14 new curriculum initiatives to strengthen standards in writing across the school, but especially in Key Stage 2.

More details of our future actions can be found in our School Improvement Plan 2010 -11 available from the school office.

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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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