

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Forty Hill Church of England Primary School

Forty Hill, Enfield, Middlesex, EN2 9EY

Current SIAMS inspection grade	Good
Diocese	London
Previous SIAS inspection grade	Outstanding
Local authority	Enfield
Date of inspection	8 November 2017
Date of last inspection	October 2012
Type of school and unique reference number	Voluntary Aided 102028
Headteacher	Joshua Newham
Inspector's name and number	Jayne Pavlou 628

School context

This is a one form entry Church of England primary school with a nursery, located in a semi rural conservation area. There have been considerable staff and leadership changes. The headteacher and deputy headteacher were both appointed in September 2016 and almost all the teaching staff has been appointed since. Pupils come from a range of ethnic minority backgrounds and just under a third speak English as an additional language. The percentage of pupils for whom extra funding is received due to social disadvantage is below the national average, as is the percentage of pupils with special educational needs or disabilities. The school is well supported by their parish church.

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

- The determined and focused leadership of the headteacher, in partnership with the deputy headteacher, has brought about marked improvements in the school's effectiveness as a church school.
- Members of this community have a deep and shared understanding of the Christian value of respect and this is reflected through the quality of relationships.
- Religious education (RE) is given a high priority within the curriculum and, through engaging and collaborative teaching, pupils are developing a secure knowledge and understanding of the Christian faith and of some other religions.
- Music plays an important part in the worshipping life of this community and contributes well to pupils' biblical knowledge and understanding.
- The strong links with the parish church benefit the whole community.

Areas to improve

- Enable all members of the school community to have a clear understanding of how the school's Christian vision and values are rooted in biblical teaching.
- Governors and school leaders to establish rigorous procedures for the planning, monitoring and evaluation of worship to ensure that distinctively Christian worship is accessible and meaningful for pupils of all ages.
- Refine and develop assessment practice in religious education so that it directly feeds into and informs future planning.

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

The school's distinctive Christian character has undoubtedly been strengthened under the ambitious and focused leadership of the newly appointed headteacher. Throughout, he has been ably supported by his deputy. Together, with the support of the whole staff team, they have worked effectively to meet the needs of the 'whole' child. Pupils' wellbeing is central to school life and is based on its vision to 'give every child the opportunity to be fulfilled, healthy and successful'. Consequently, pupils feel valued, are keen to attend school, make good progress and attain well compared to national averages.

The school has recently identified 6 values (confidence, respect, determination, friendships, forgiveness, and celebration) which support the outworking of the school's new Christian vision. These values are well known and understood by all members of the community. The value of forgiveness is clearly evident in the school's behaviour policy and in the way in which it is implemented throughout the school day. Pupils know that each day is a 'fresh start'. However, the biblical links to the values are not understood and expressed by the school community which means that their Christian underpinning is not well embedded.

In keeping with the school's Christian underpinning, positive relationships are enjoyed across the whole school community and pupils are quick to share how there is 'always someone to help you'. Pupils are keen to extend this care and support to others outside of their school community. They regularly show acts of kindness and compassion, such as the impromptu collection organised by one child to support those affected by the Grenfell tower disaster and baking cakes for the local hospice. As an outworking of their Christian service, the school contributes to a range of charities including Enfield Refugees Welcome and Crisis at Christmas. Pupils respond thoughtfully to the good opportunities provided for spiritual, moral, social and cultural development through RE, worship and other activities and events across the school, such as the school's own arts trophy. Pupils' work in the class floor books illustrate a depth of thinking and high quality responses to some 'big' questions asked.

RE is regarded as an important part of the curriculum and consequently pupils are beginning to understand that Christianity is a world faith in the context of a diverse society. They enjoy the good opportunities which they have to learn about religions and faith communities and demonstrate a deep respect for one another, regardless of faith or cultural background. One boy summarised this well by explaining the importance of 'respecting everyone in the way that God expects us to show respect to one another'.

The impact of collective worship on the school community is good

Collective worship is an important part of the life of the school. It is well supported by the parish vicar, with regular opportunities for the whole school community to join together in worship at the Church, as well as in school. Music makes a significant contribution to the worshipping life of this community and the music leader effectively selects songs which support the weekly themes for worship. This includes the school's own song which has recently been created to support the school's Christian foundation.

Worship generally makes a positive impact on all aspects of school life. Older pupils speak powerfully of their contribution to the remembrance service through the creation of sculptured poppies, prayers and poetry. They relate this to John 15: 13 'Greater love hath no man than this, that a man lay down his life for his friends'. Pupils specifically remember and name the 'Old Boys of Forty Hill' who fell in the Great War to bring peace for future generations. However, a number of the younger pupils find some acts of worship more difficult to understand and engage with. Although the school has rightly identified this through their own system of self-review, it has not yet been addressed.

Planning of worship, although in its infancy, does incorporate some biblical teaching and the school's key Christian values. It also enables the whole school community to come together and celebrate the key Christian festivals throughout the year. Worship allows pupils the opportunity to begin to develop an age-appropriate understanding of complex Christian beliefs such as that of God as Father, Son and Holy Spirit. Prayers said, such as the Grace of God prayer and The Lord's Prayer, further support this understanding and also teach pupils some aspects of Anglican practice. Prayer is given an important place within the life of this church school. A thanksgiving prayer is said before lunch and a prayer is said at the beginning and end of each school day. Pupils are encouraged to write their own prayers and these are used effectively to support collective worship.

The effectiveness of the religious education is good

The newly appointed RE leader is a member of the senior management team and, in partnership with the headteacher, she has successfully raised the profile of the subject across the school. Good use is made of diocesan support by the school to provide training and support for all staff, such as the shared RE learning walk conducted by the RE leader and diocesan link adviser. The subject is led and managed well and the impact of effective monitoring can already be seen. Teachers, for example, are now providing pupils with focused questions

when marking, in order to move their learning on.

The diocesan syllabus has been adopted and provides coverage of a varied curriculum which reflects an appropriate balance between teaching Christianity and other world faiths. It develops skills of enquiry and reflection so that pupils are able to make connections between key ideas of belief and establish an understanding of the differences and similarities between faiths. This helps pupils to develop a secure understanding of Christianity and aspects of other faiths. This understanding is further enriched through planned visits from members of other faith communities, such as the recent visit from a Rabbi who shared his experiences of being a refugee. The story of the Rabbi was later filmed alongside the experience of a Syrian refugee. This enabled pupils to see some remarkable similarities in their experiences, despite being 80 years apart. Consequently pupils are excited and challenged by their learning and encouraged to reflect on the significance of religion in the world today.

The newly established leadership team has introduced assessment procedures that link well with the whole school approach to assessment but these are only in the early stages of development. As a result there is no whole school data available to indicate the standards achieved in the subject. The work seen in the books is interesting, varied and pitched well to meet the needs of individuals. This, along with the teaching and learning observed during the day supports the school's own self-evaluation of attainment and progress in RE being good.

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

The school is in a period of rapid change under the strong leadership of the headteacher. His leadership, well supported by his deputy, has raised the profile of the school as a church school within the school and wider community. After a period of thorough consultation with all members of the school community, leaders and governors share and articulate a clear vision for the school. Although the vision is firmly rooted in biblical teaching, this is not yet known and understood by everyone. Since its launch, governors describe this vision as having 'a maypole effect' in gathering the community together to work on a common goal. Already, this newly established vision is beginning to inform and shape policy and practice across all aspects of school life, as shown, for example, in how the debt policy has been thoughtfully linked with the food bank policy.

Issues arising from the previous inspection are effectively being addressed now by newly appointed school leaders but progress against them was slow before now. In response to a need for change, governors are now more aware of their roles and responsibilities. This had led to structures within the governing body being reviewed which has increased their capacity for effectiveness. Whilst governors are now involved in monitoring some aspects of school life, they are not currently ensuring that the effectiveness and distinctiveness of the school as a church school is fully monitored, for example, the impact of worship on the school community. They do however, recognise the importance of equipping senior leaders to work successfully in a church school and as a result they encourage leaders to access relevant training and support from the diocese. This has helped leaders to ensure that the statutory requirements for collective worship and RE are met.

In addition to this strong partnership with the diocese, the school enjoys support and professional development with other church schools nearby. This successfully contributes to the development of a strong culture of learning from which all staff benefit, supporting professional development within the church school context well.

The positive partnership enjoyed with the church nourishes the whole school community and gives them opportunities to come together and serve the wider community such as singing in the Barn at Forty Hill Estate at Harvest. Parents value these opportunities and readily support and engage with their pupil's learning. They have great faith in the school and its leaders, and recognise the many recent improvements.

SIAMS report November 2017 Forty Hill CE School, Forty Hill, Enfield, Middlesex, EN2 9EY