



Forty Hill CofE Primary School

Inspection Report

Unique Reference Number 102028
Local Authority Enfield
Inspection number 286253
Inspection date 11 December 2006
Reporting inspector Judith Dawson

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Forty Hill
School category	Voluntary aided		Enfield
Age range of pupils	4-11		EN2 9EY
Gender of pupils	Mixed	Telephone number	02083630760
Number on roll (school)	206	Fax number	02083646770
Appropriate authority	The governing body	Chair	Mrs Lyn Wilson
		Headteacher	Mr Richard Yarwood
Date of previous school inspection	21 January 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Forty Hill Church of England Primary School is in a semi-rural location and draws pupils from a wide area because of its religious status. It is of average size. The number of pupils entering the school other than at the usual time is slightly above average. Almost half the pupils come from a non-white British background, which is well above average, but the number with a first language other than English is similar to other schools. The school holds the 'Activemark Gold Award' and has 'Artmark' and 'National Healthy Schools' status as well as Investors in People.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

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.

What the school should do to improve further

Make sure all pupils know what they need to do to improve to enable them to take more responsibility for their learning.

Achievement and standards

Grade: 1

By the end of the 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 the 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.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is outstanding. One parent accurately described the pupils as 'polite, courteous and well behaved,' Pupils respond very well to the strong Christian ethos of the school. This was shown clearly when a pupil in Year 1 said 'Being lonely is not having anyone to share things with.' One of the pupils' greatest attributes is perseverance, clearly demonstrated by the quality of the instrumental performances. They represented many hours of practice.

Pupils appreciate that the many sporting activities keep them healthy and know the importance of a healthy diet. The active School Councillors keep an eye on the lunch menus, behaviour and safety around school. They take their responsibilities as the voice of the pupils very seriously. Enabling the pupils to run their own meetings and keep their own budget, of which they are more than capable, would deepen their understanding of citizenship. However, pupils' excellent literacy and numeracy skills as well as their use of information and communication technology (ICT), prepare them very well for life in the future. Pupils love coming to school and attendance is now above average.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Teachers have high expectations of what can be achieved, based on a very accurate understanding of the capabilities of each pupil. Lessons are carefully planned to meet pupils' needs while making sure learning is enjoyable. If teachers find gaps in pupils' learning they adjust the lesson to bridge the gap. Excellent relationships between the pupils and adults, spiced with humour and respect, maintain pupils' commitment to learning. Teachers question pupils in a way that makes them think. They make sure that pupils know what they will learn in their lessons and what it is that is good about their work. Teachers and teaching assistants give all pupils outstanding support in the lessons with plenty of suggestions about how to improve. However, these suggestions are not always written down when teachers mark pupils' work. This, and the lack of reference to pupils' targets, limits opportunities for these highly motivated pupils to take even more responsibility for their learning.

Curriculum and other activities

Grade: 1

The outstanding curriculum is one of the reasons why pupils enjoy their learning and do so well both personally and academically. All subjects are catered for very well, often enhanced with visits and visitors to support learning. Good links with the secondary schools prepare pupils in Year 6 for their new schools. The very good links with external agencies ensure that pupils with learning difficulties or disabilities receive the best possible support. Recent changes in the curriculum to provide 'Theme Weeks' not only make learning relevant but also enable pupils who do not shine academically to come into their own. 'Black History' week was a great success because the school concentrated on pupils' ancestral homelands. The school makes sure that pupils have a wide range of cultural experiences. Year 4 pupils' Spanish accents are impressive. The excellent provision for music delights pupils and parents, as does the interesting range of sporting activities. The high quality personal, social and health education and the religious education curriculum, permeate throughout the life of the school. This strengthens pupils' values and deepens their understanding of how to take care of themselves and others.

Care, guidance and support

Grade: 1

One parent commented, 'Forty Hill provides a safe, happy environment for young people to be themselves.' This sums up the outstanding care, guidance and support given to the pupils. Each pupil is known to all the adults in school and staff are committed to ensuring everyone's well-being and safety. All child protection and health and safety checks are performed conscientiously and any concerns voiced by

pupils or adults are responded to swiftly. The excellent systems for ensuring good behaviour mean pupils know what is expected of them.

All pupils have targets to help them improve their English and mathematics. These are specific to each pupil and based on an accurate assessment of his or her needs. Each pupil's progress is regularly checked and additional support is provided if their rate of progress is less than expected. Special talents are identified, appreciated and developed, enabling each pupil to have the opportunity to excel.

Leadership and management

Grade: 1

Leadership and management are outstanding. As a result pupils' standards and personal development and all aspects of the school's provision have improved since the last inspection. The headteacher is committed to ensuring that leaders and managers are fully involved in school development but that they maintain a good balance between work and home. He has regular teaching commitments across the school that, alongside regular monitoring, enables him to evaluate how well pupils are learning. Above all, he shows his appreciation for his high quality staff, all of whom are committed to ensuring that the pupils achieve as well as they can. This extends well beyond academic achievement. Personal development, based on Christian values, is at the heart of the school's work. The headteacher and management team ensure that, through outstanding teaching, very effective support and a rich and varied curriculum, pupils develop a love for learning.

The school's self-evaluation is very effective. The school improvement plan carefully identifies priorities and ensures that the school concentrates on its immediate needs and responds to change. Governors know the school well and support the headteacher and staff effectively. They are becoming more involved in evaluating the effectiveness of new initiatives. Parents are extremely proud of the school and are very supportive.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for your friendliness and support during my visit to your school. Congratulations to the wind and string ensemble on their excellent performance. I could see from my peep into the dress rehearsal for the Nativity that it was going to be a very enjoyable performance. A special thanks to the School Council members who left their lessons to talk to me.

You told me how proud you are of your school and how interesting your work is. You said that you are taught well and well cared for. I agree. You have an outstanding school and have every right to be very proud of your school and yourselves. You work very hard so your achievements are high, not just in English, mathematics and science but also in subjects like music and sport. You really enjoy learning because you are taught many interesting things extremely well. Pupils in Year 4 have far better Spanish accents than I have.

One of the things that makes your school so special is the way that everyone respects and cares for each other. You are very good at understanding how people feel. This helps you to behave very well and to make each other feel special. Your teachers are very good at this too and really appreciate all your efforts. I have asked your teachers to make sure you all know what you need to do to make your work even better. This will help you astound your teachers by always remembering your targets while you work.

Your school is led and managed very well. Your headteacher makes sure that you have all you need to excel in your work and play. He and the teachers know that you learn best when things are fun and this is what makes your school such a happy place.

I hope you had a very happy Christmas. You all work very hard and deserved it.

Best wishes

Judy Dawson

Lead Inspector