

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Forty Hill Church of England Primary School

Vision

Jesus said, 'As I have loved you, so you must love another. By this everyone will know that you are my disciples.'
John 13:34-35.

Following Jesus's example, we treat each other, our community, and God's amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share faith, hope and service.

Forty Hill Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The school's vision, lived out through the Christian virtues of faith, hope and service, are the heartbeat of school life. The vision drives the school's purpose and underpins relationships, resulting in a deeply caring school community.
- Leaders, including governors, are passionate in their aspiration and hope for pupils. They evaluate the school's work as a Church school robustly. Thus, leaders make bold, vision-led decisions that enable pupils and adults to thrive.
- Carefully designed and engaging experiences within collective worship and the curriculum nurture spiritual growth. Consequently, pupils flourish spiritually.
- The school community demonstrates the love of Jesus through wide-ranging acts of service. Pupils advocate for causes of justice and readily serve their local and global communities in creative and caring ways.
- Compassionate and caring relationships are a hallmark of the school. Pupils and staff feel a strong sense of community and belonging within a safe and inclusive environment.

Development Points

- Extend the religious education (RE) curriculum so that pupils deepen their knowledge of religions and worldviews beyond Christianity.



Inspection Findings

Vision and Leadership

The vision, captured in Jesus's words of love, drives the work of Forty Hill as a Church school. It has been carefully revised in recent years to enhance its impact and is now firmly rooted in biblical teaching. The school's chosen virtues of faith, hope and service bring the vision to life for pupils and staff. The person of Jesus exemplifies the vision as pupils consider his life and service founded in love. This is enhanced through the strong partnership with the adjoining Jesus Church. The virtues, alongside the school's supporting values, are thoughtfully woven through the curriculum, as well as through collective worship. They inspire pupils in their character development. Consequently, the school lives out its vision to ignite curious minds as it nurtures pupils to achieve their unique potential. Leaders, including governors, forensically evaluate the impact of the vision and use this work to agree priorities. They have a deep knowledge of the school and are passionate about its service towards families. This results in bold decision making. For example, leaders have substantially redesigned the behaviour policy so that compassion and hope now sit at the centre of a considered approach.

Vision and Curriculum

The vision is lived out as pupils show a passion for learning. Adults inspire curiosity through their creative methods of teaching. They thoughtfully adapt approaches for pupils who have additional needs. Teachers know pupils well. Within tailored support groups, skilled staff design activities that help pupils to develop as successful learners. Consequently, they are enabled to thrive. The school has built a comprehensive extracurricular programme, which includes creative arts, sports and cooking. As a result, pupils develop their talents and interests, which allows them to succeed. Leaders maximise the school's location in the countryside and learning frequently takes place outside. This provides space for pupils and adults to experience times of awe and wonder. Carefully planned opportunities to experience spiritual moments are wide-ranging throughout the curriculum. Pupils are routinely encouraged to recognise 'wow moments' and express in detail how these moments nurture them spiritually. For example, one pupil reflected that a beautiful sunset had reminded them that God lives in their heart.

Religious Education

Leaders ensure that RE has a high priority within the school. With effective support from the diocese, the RE curriculum has been overhauled in recent years. This is so that pupils explore in more depth the different ways in which people think about and practise their beliefs. Thus, the curriculum is creative and engaging so that pupils are active and curious learners. Consequently, pupils enjoy RE. They are able to explain challenging ideas from a young age, such as the Christian concept of Incarnation. Carefully chosen resources enhance teaching and topics are sequenced so that pupils can build on their prior learning. The curriculum enables pupils to develop a deepening understanding of different faiths, particularly Christianity. However, pupils' knowledge of other religions and worldviews is less secure. This is because, beyond the study of Christianity, there are fewer opportunities for pupils to explore and revisit their learning.

The quality of teaching of RE is strong. Teachers deliver high-quality lessons focused on answering big questions, such as 'What does it mean to be Jewish?' Pupils benefit from highly engaging activities and so they are extremely enthusiastic, which helps them to remember what they have learnt. Teachers skilfully use assessment and feedback to ensure that pupils' misconceptions are picked up quickly. As a result, pupils across the school learn well in lessons.

Worship and Spirituality

Daily times of worship are the heartbeat of the school. Right from the nursery school upwards, pupils lead imaginative opportunities for singing, reading, praying and reflecting. Leaders carefully design the worship programme so that pupils can creatively explore the diversity within the Christian faith. This results in very high



levels of engagement and provides a wealth of opportunities for participation, which pupils and adults enthusiastically value. For example, Jesus's teachings are drawn upon in worship times to help people make wise and kind choices. Consequently, worship contributes positively to pupils' spiritual development. Strong partnerships with local churches enrich collective worship. Church members regularly lead services and pupils attend Jesus Church at significant times in the Church calendar, such as Christmas. Pupils and adults feel nourished by this rich expression of Christian community and worship. Parents and carers value the invitation to attend regular celebration and class worship times, fostering a broader sense of belonging and fellowship. More widely, leaders have created spiritual spaces throughout the school and within its extensive grounds. These enable pupils to sit quietly, draw or write as they reflect or pray. As a result, pupils grow spiritually and freely express what spirituality means to them.

Vision and School Culture

The Christian vision drives the way that members of the school community interact with each other. Adults value the openness of leaders. Their faith and trust empower staff to grow in confidence as they develop their professional skills. Consequently, staff feel highly valued and well cared for. Leaders prioritise mental health and wellbeing. They provide valued and peaceful spaces for pupils and adults to use within the school gardens. Mental health weeks enable the school community to join together in outdoor projects that explore the benefits of nature. Consequently, the school community thrives by enjoying the natural world. The school's recently revised behaviour policy reflects the vision through its focus upon forgiveness and restoration. By using a consistent approach, adults celebrate and promote positive and respectful behaviour. As a result, pupils understand the difference that they can also make to the lives of those around them. They talk with pride of the daily acts of kindness they undertake that can brighten someone else's day. The value of building strong partnerships is demonstrated with parents and carers through the support provided to families, especially in challenging times. Motivated by the vision to nurture a passion for learning, leaders have adopted the value of resilience. This is helping pupils to develop a faith in themselves that they can achieve as they grow. Furthermore, awards events that celebrate individual achievements enable pupils to shine as they experience success.

Vision, Justice and Responsibility

The vision drives impressive acts of service. This is because leaders have thoughtfully planned the curriculum to intentionally develop pupils' understanding of community responsibility and belonging. For example, through reading stories about selflessness, nursery children appreciate the importance of donating clothes to charity. Locally, pupils foster positive relationships between different generations by visiting residents of a local nursing home. Motivated by the vision to care for 'God's amazing world', pupils learn about sustainability by growing vegetables in the school garden and selling them locally. They are empowered to take proactive action against the causes of injustice. For example, pupils enthusiastically develop projects with the local food bank, international toilet building programmes and by linking with an orphanage in Uganda. Through these partnerships, they understand the importance of responsibility and service towards each other and within their local and global communities. This is equally demonstrated through pupils' positive interactions during social times. Older pupils care for those who are younger in a manner that is grounded in respect and kindness. This fosters a very strong sense of connection with others.

Information

Address	Forty Hill, Enfield, EN2 9EY		
Date	11 December 2025	URN	102028
Type of school	Voluntary aided	No. of pupils	220
Diocese	London		
Headteacher	Jonquil Izard		
Chair of Governors	Ruth Moore		
Inspector	Sadie Batstone		