



# Greig City Academy



Prospectus

## Status

Greig City Academy is a co-educational comprehensive school for students aged 11 to 19 years. It is a City Academy with independent status. This means we are maintained directly by the Department for Children, Schools and Families rather than the local authority.

## Sponsorship

The Greig Trust and the Church of England sponsor Greig City Academy. David Greig, a successful local businessman, founded The Greig Trust in memory of his parents in 1949. The Trust was established to provide funds to assist in the education of Hornsey children in accordance with the Christian faith. The Greig Trust is fully supportive of the City Academy status and has contributed significantly to the programme of refurbishment and new build. The Church of England has also contributed a significant amount to the renewal of facilities at the Academy.



**Greig City Academy**  
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**Principal** – Mr Paul Sutton BSc (Hons), MA

**Chair of Governors** – Mrs Sheila Taylor MA (Hons)

“The inspirational principal has built a strong, dedicated team of staff who share the vision to raise students’ achievement. They work together with great enthusiasm and commitment to the students, often supporting them well beyond the school day.” Ofsted, March 2009



## Welcome to Greig City Academy

For every child the move from primary to secondary school is an important step in his or her education. I hope that this prospectus will help you and your child make a decision by providing you with some important information and giving you a flavour of our school.

The Academy’s Christian ethos is reflected in our focus on high standards of academic and personal achievement, positive attitudes towards learning and exemplary behaviour. We aim to maintain a well-ordered environment in which all students can enjoy learning and we seek parents’ and carers’ support in achieving this.

The Academy opened in September 2002 and was judged by Ofsted as “rapidly improving” in December 2004. In March 2009 Ofsted judged that in all areas “Greig City Academy provides a good education.” Students and staff are proud of the progress we have made in the last few years and we invite you to join us as we continue to improve standards.

Your child will benefit from exceptionally well-resourced classrooms, library and study areas as well as specialist facilities such as a new theatre and technology workshops. Students use the latest ICT resources including high speed Internet-linked computers, interactive whiteboards and many other facilities to support independent learning.

We continue to develop ever stronger links with local primary schools and the wider community through a range of initiatives including after-school activities for primary school children, summer schools, sports and arts activities, and adult education. These enable us to play a full part in our local community.

Please come to see for yourself what Greig City Academy can offer your child during our evening and morning open sessions in the autumn.

You will find an application form and guidance on how to apply for a place at the back of this pack. I very much look forward to receiving your application.

A handwritten signature in black ink, which appears to read "P. Sutton".

Paul Sutton  
Principal

# Commitment

Students and staff from many different ethnic, linguistic and faith backgrounds work together harmoniously at Greig City Academy. If you accept a place for your child, he or she will be expected to make his or her individual contribution to maintain this positive atmosphere.

## This means:

- attending regularly, being punctual and ready for learning each day
- working hard and being organised
- respecting and valuing others
- taking responsibility for one's actions
- maintaining high standards of behaviour and self-discipline
- wearing and taking pride in the Academy's uniform

In return you can expect challenging educational experiences and a high level of personal support within a well-structured learning environment.

## We will:

- provide a wide range of learning opportunities delivered by specialist teachers
- discuss students' individual needs with themselves and their parents/carers and make sure they are met
- ensure progress is regularly reviewed
- provide stimulating opportunities for enrichment
- recognise and celebrate achievement

When you accept a place, student, parent/carer and the Academy will sign up to a Home-School Agreement which sets out commitments and simple expectations on all sides.



“Good relationships between teachers and students and between students are a feature of lessons, ensuring good behaviour and setting a positive climate for learning.”

Ofsted, March 2009



## Achievement in a Christian Community

Greig City Academy acknowledges its place in a multi-cultural and multi-faith community. Everything we do is underpinned by Christian values - values that are shared by those of other faiths and those with no religious faith and which provide a moral framework for families and young people.

Our part time Chaplain, Fr. Patrick Henderson, is available to students, their families and members of staff in a pastoral capacity. A chapel at the heart of the school is a quiet place for personal reflection, prayer, small acts of worship and for meeting with the Chaplain.

Religious Education is taught throughout the Academy and all students take it at GCSE level. It is a comparative course covering Christianity and the world's other major religions plus elements of personal, social and moral education. Assemblies are conducted by staff, students, the Chaplain and visiting speakers. On days when there is no assembly for a particular year, tutors lead their tutor group in an activity based on the theme of the week.

Both RE lessons and assemblies give students opportunities to think through sometimes difficult moral, social and ethical issues and to develop a respect for other people's backgrounds, values and beliefs. Parents may withdraw their child from religious education and collective worship if they wish. Details of alternative arrangements are available on request.



“Students’ spiritual, moral, social and cultural development is good. They have a clear sense of fairness and respect the views of others.”

Ofsted, March 2009

# Learning – Key Stage 3



## Key Stage 3

Key Stage 3 covers the period 11 to 14 years (Years 7, 8 and 9) when all students study the subjects required by the National Curriculum.

Some students who have particular needs may have a slightly different curriculum and may also have additional support in and out of class. Students are taught most subjects by specialist teachers in mixed-ability groups. In a few subjects, they are taught in sets according to ability.

The underlying principle at this stage is to provide as broad an educational experience as possible in terms of subjects. We believe that this enables students to become aware of their academic strengths and weaknesses. During Year 9, we provide comprehensive guidance on the Key Stage 4 curriculum and hold interviews with students and their parents or carers to agree the most suitable subjects.

## Key Stage 3 Curriculum:

English
Mathematics
Science
History
Geography
Music
Art
Design Technology
Drama
Information and Communication Technology (ICT)
Modern Foreign Languages
Religious Education (RE)
Physical Education (PE)
Social and Emotional Aspects of Learning

“The quality of teaching and learning is good. The impact of all teaching in and outside the classroom, combined with the academy’s successful drive to raise motivation and aspirations promotes good learning, enabling students to make good progress.”

Ofsted, March 2009



# Learning – Key Stage 4

### Key Stage 4

Key Stage 4 covers the period from 14 to 16 years (Years 10 and 11) and comprises a compulsory core and additional optional subjects. Setting according to ability continues at this stage for some subjects. The Academy offers a range of GCSEs and BTECs to suit interests and aptitude.

The compulsory subjects are English, Mathematics, Science, Citizenship, RE and PE. The other subjects, which are allocated about 50% of teaching time, are open to choice. We place great emphasis on making sure that students choose the options that they are interested in, that will motivate them to do well and achieve success in examinations, and that will help them gain places in further or higher education as well as a good start in their chosen career.

“ The quality of the curriculum is good, providing well for the diverse needs and interests of the students at the academy. It is broad and balanced in all key stages. ”

Ofsted, March 2009

An integral part of the curriculum at all key stages are trips, field studies, and participation in cultural events and national competitions. All students are expected to play a full and positive part in these activities.

### Students may currently choose from the following options:

- Spanish
- French
- Information and Communication Technology
- History
- Geography
- Sociology
- Media Studies
- Business Studies
- Design Technology – Graphic Products, Resistant Materials, Textiles
- Art and Design
- Music
- Drama
- Dance
- PE
- Catering
- Food Technology
- Travel and Tourism
- Health and Social Care



## Individual Development

We aim to ensure that all students take responsibility for their learning, keep their aims in mind, remain well-motivated and retain a sense of realism about their academic performance.

Year 7 students will enter a new environment with a broader and more demanding curriculum. Some will need more help than others to adjust but they will all benefit from the support we offer.

### **The Tutor System**

A tutor looks after a group of about 25 students and sees them each day at registration. Tutors meet regularly with students to discuss academic progress, attendance and behaviour and to agree targets for improvement.

Tutors are members of a Year Team led by Pupil Progress Managers (PPMs) who take assemblies, organise Parents' Evenings and support students who may need additional help from outside agencies.

The PPMs and tutors place strong emphasis on close contact with parents to ensure a consistent approach to encouraging and rewarding hard work, tackling concerns and promoting good attendance and behaviour. Your child's tutor is the first person you should contact with any queries or concerns.

“In the main academy the quality of care, guidance and support is good. It has a significant impact on students' well-being and personal development. In the sixth form it is outstanding.”

Ofsted, March 2009

## Inclusive Education

Our support for students' learning begins whilst students are still at primary school. In the term before entry, students on the special needs register will work with our learning mentors as well as experiencing our programme of taster days.

**At Key Stage 3**, all students participate in a vibrant curriculum with in-class support readily available. Students also use our Accelerated Learning Centre, a suite of ICT-equipped rooms where they may further develop their learning. Students for whom English is not the first language, and who need additional support, will have English lessons delivered by qualified, specialist staff. Students will also be able to take examinations in their first language.

Our students are fully involved in monitoring their own progress. Every student requiring additional support contributes to his or her Individual Education Plan (IEP) through a discussion and target setting process involving parents and carers.

**At Key Stage 4**, support for learning continues as the curriculum becomes increasingly personalised. Work related programmes and flexible college placements are offered alongside the regular curriculum. Learning mentors and assistants, language support staff, counselling and external agency services all work together to maximise the individual potential and achievement of some very special young people.



## Homework

Regular homework will make a huge contribution to your child's performance. It consolidates work done in lessons and helps students develop the ability to study independently. It also provides an opportunity for parents to share some of their children's learning experiences.

Year 7 students should expect to do at least an hour of homework per night and the level increases as students progress through the Academy. Years 10 and 11 students are expected to take more responsibility for their own studies. At this stage, the homework pattern differs from subject to subject. Students may be planning assignments, using Internet or library resources as well as undertaking traditional homework.

All students have a homework diary and we ask you to sign it once a week. We encourage parents to speak to tutors if they have concerns about the level of homework set.

## Careers Education

A full programme of Careers Education and Guidance aims to raise students' aspirations and their understanding of education and career paths. The Academy works with the Connexions Service to ensure students make informed decisions about their future. All Year 10 students attend a work placement as do those Post 16 students whose studies would benefit from such an experience.

“Students feel well informed when making choices of GCSE courses. They have good access to careers advice and guidance.”

Ofsted, March 2009



## A Rounded Education

School life is about much more than the academic. As well as fieldwork and trips that are part of the curriculum, all students take part in arts, sport and social activities that enrich their lives. They also participate in debates and events that give them opportunities to develop as active citizens. Whilst the primary intention of these activities is enjoyment, we believe they also allow important learning to take place in relation to social interaction and personal development.

Music, dance and drama play an important part in the life of the Academy. Concerts and productions showcase the talents of ensembles, bands, dance groups and choirs as well as individual students. Students gain technical skills and perform in our studio theatre which is equipped to professional standards. The Performing Arts Centre is in constant use beyond the school day as students develop their skills, often in groups they have set up themselves, supported by staff and professional practitioners.



Sports are a strength of the Academy, particularly basketball, athletics and football, and many existing and former students play for national teams. Sports groups run programmes for children of all ages and for adults in both our indoor sports halls and our all-weather AstroTurf pitch.

All Year 7 students enjoy a three-day residential activity camp where they take part in activities such as archery, caving, assault courses, mountain biking and orienteering. As students move through the year groups, the outdoor education activities they take part in become progressively more challenging. Students taking part in the Duke of Edinburgh Award Scheme combine outdoor pursuits with community activity, both of which will help them cope well with the challenges of life.

Each year, well over seventy-five percent of our students go on a residential trip either in the United Kingdom or abroad.

Local primary-age children enjoy a range of after-school and weekend activities at the Academy as well as joining us for workshops and classes during the school day. A varied and stimulating range of adult education classes attracts parents and other local people throughout the year.



“The high-quality enrichment activities, particularly the extensive outdoor learning programme in which very many students participate, make an extremely positive contribution to students’ learning.”

Ofsted, March 2009



# Sixth Form



We believe students gain significantly by staying on in the Sixth Form. They will have confidence in the teachers and the support available. They will benefit from the continuing support of their friendship groups and the use of excellent facilities.

Students who take up these and the many other opportunities we offer will be able to develop the study, leadership and teamwork skills they need for further and higher education and for successful careers.

A separate Sixth Form prospectus is available on request.

Our Sixth Form offers A Level, AS and BTEC Level 3 courses as well as a number of Level 2 courses. All students are expected to have a mature attitude to their studies and are supported by a disciplined learning environment, tight monitoring, a range of study programmes and individual mentoring. It is this meticulous attention to the progress and personal development of every student that ensures that all who apply to higher or further education gain a place at their first choice university or college.

The Sixth Form is a thriving community that contributes fully to the life of the Academy. Students are expected to take on responsibilities such as:

- mentoring younger students
- leading the Student Council
- taking a lead on the Academy's work for charities
- managing extra-curricular activities
- supporting events and trips for younger students



“Students gain immensely in confidence and self-esteem. Their personal development and well-being are outstanding. They contribute extensively to the school and show great commitment in the way they support the younger students as mentors, reading buddies, sports coaches and on residential trips.”

Ofsted, March 2009



## Working with Parents and Carers

Together, we share a responsibility for your child's education. We encourage you to take an active part in your child's education at the Academy through:

- attending regular meetings with subject and form tutors and Pupil Progress Managers;
- supporting Academy policies on attendance, homework and uniform as well as any rules and sanctions the Academy considers appropriate;
- attending and helping out with school events such as sports, music, drama and trips.

We know that you expect a lot of us and want to be well informed about policies and practice that affect your child. Please contact staff about any relevant matters; you will find them receptive to suggestions. More information on how to contact staff can be found in the information booklet enclosed.

We would really like you to get involved in the life of Greig City Academy. Parents are elected to the Governing Body and play an active role in the governance of the Academy. All parents and carers are automatically members of the Friends of GCA (our Parent School Association) which organises events on topics of interest such as homework, study support, special educational needs, as well as social events and we are keen to encourage more parents to join the committee.



“The academy's arrangements to help students make a smooth transition from primary to secondary school are effective because of its strong links and thorough gathering of information on prospective Year 7 students.”

Ofsted, March 2009



# Policies and What To Do Next

## Where to find more information

Details of the following Academy policies and procedures can be found in the information booklet enclosed:

- Special Educational Needs
- Bullying
- Sex Education
- Student Welfare
- Health and Safety of Students on Activities Outside School
- Charging
- Complaints

You may also see full copies of these and other policies at the Academy. Copies of policies may be provided for a photocopying charge.

## How to apply

Greig City Academy is part of the Pan-London Coordinated Admissions Scheme. You need to:

1. Complete a local authority application form, available from your child's primary school or from the local authority of the borough in which you live. Return the form to the authority by the date printed on the form.
2. If you are applying for a Foundation place, complete the Greig City Academy "Supplementary Information Form" included in this prospectus pack. Return the form to the Academy by the date printed on the form. You do not need to complete this form if you are applying for an Open place. Please see the Admissions Policy for a description of the two types of places.



## Who can apply for Year 7 entry?

All applicants who will be aged 11 by September 1st in the year of entry and who meet the entry criteria.

200 places are offered in total.

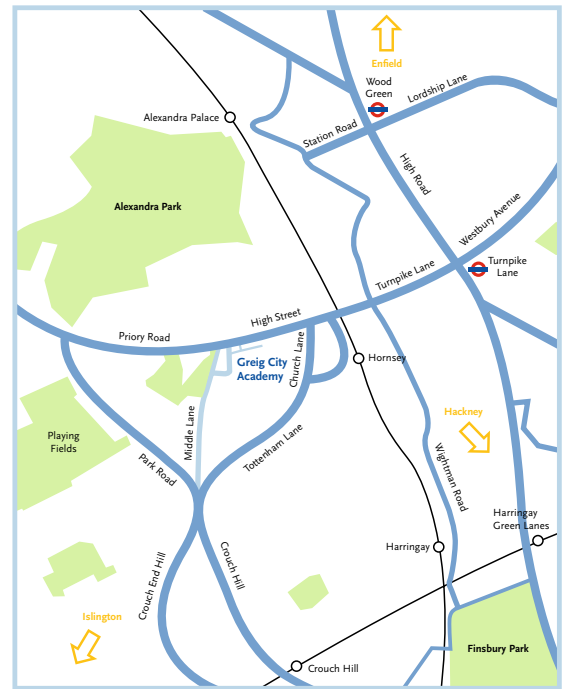
## Who can apply for entry to other years?

Applicants aged 11-16 who meet the entry criteria.

The availability of places varies over the year. Staff will be pleased to advise you at the time of application as to places available.

## Entry Criteria

Applicants will be offered a place at Greig City Academy in accordance with the criteria described in the Admissions Policy enclosed in this prospectus pack.



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