

**STATUTORY  
INSPECTION OF  
ANGLICAN SCHOOLS**



Name & address of school: **Greig City Academy**  
High Street, Hornsey, N8 7NU

Diocese of London

Date of inspection: 3rd – 4<sup>th</sup> June 2009

Name of Principal: Mr. Paul Sutton

Type of School: Church of England VA Secondary Academy

School's unique reference number: 133386

Date of last inspection: 29<sup>th</sup> – 30<sup>th</sup> June 2006

SIAS Inspector: Catherine Large (N.S. 482)

**School Context**

Greig City Academy opened in 2002, sponsored by the local Greig Trust and the London Diocesan Board for Schools. It currently caters for 948 boys and girls between the ages of 11 and 19, 140 of whom are in the sixth form. It has a significantly higher proportion of boys than girls. Many of the students come from areas where there are high levels of social deprivation and a higher than average proportion of students are eligible for free school meals. 90% of students are from ethnic minority groups, 50% of these coming from Black African and Black Caribbean backgrounds. Half of the student body has English as a second language and one in ten of these students is at an early stage of learning English. The proportion of students with learning difficulties and/or disabilities is average, the majority of these being moderate learning or emotional and behavioural difficulties. A below average number of students has a statement of special educational need. About half of the students come from Christian backgrounds and the other half from Muslim and other faiths or from none. The academy has specialist status in technology including information and communication technology.

**The distinctiveness and effectiveness of Greig City Academy as a Church of England school are good.**

The Academy has a strong commitment to serving its students in the context of the Christian ethos. The impact of this is evident in the rising levels of achievement. It has a particularly effective outcome in the harmony of relationships among the students. The Academy is described as a haven from the social tensions many of the students experience outside the school day.

**Established strengths**

- The success at raising standards and the good progress made by all students;
- The sense of community, mutual respect and racial harmony;
- The strong contribution to the Christian ethos made by the chaplain and youth workers;
- The good quality of teaching and learning in religious education.

### **Focus for development**

- Make the process for reviewing the impact of the Christian ethos more systematic and inclusive of students, staff, parents and governors.
- Increase opportunities for students to encounter local clergy, other faith leaders and members of the wider community;
- Widen the opportunities for spiritual development across the curriculum and in tutor time worship;
- Ensure that the personal, social and health development of students is planned coherently across the curriculum.

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

Students express confidence and pride in the Academy. Students' ability is well below average on entry to the Academy. Results in GCSE examinations are still below average but have improved greatly in recent years. The Academy raises the achievements of all its students, including those with English as a second language, those with special educational needs and those from ethnic minority backgrounds. It has been recognised as the fourth best in London in this respect. Attendance is greatly improved and there is clear and consistent application of the Academy's behaviour policy. The Academy nurtures good relationships. The effectiveness of this is significant. Outside of the Academy, many students encounter hostilities between groups from different areas. The Academy's Christian ethos has, over the years, transformed this culture. Students are adamant that there is no racism and that the little bullying that occurs is dealt with promptly. There is excellent provision for outdoor activities, extra-curricular activities, residential and other trips. Students feel supported and confident in talking about their faith commitments. There is a School Council whose development has been rather erratic. Students are confident in approaching staff but the Academy recognises that currently there are too few formal mechanisms for them to participate in and contribute to its life. The spiritual, moral, social and cultural development of students is good overall. Spiritual development of students is strong in some areas, such as in RE and collective worship. It is less secure across the whole curriculum and life of the Academy. There is a Charity Committee which organises successful fund-raising events. The Academy rightly plans to strengthen this dimension in order for students to be given more opportunities to support people in need, locally and globally. Recent developments in the curriculum have led to a change in the arrangements for personal, social and health education and there is evidence that provision for some important dimensions, such as sex education, is insecure.

### **The impact of collective worship on the school community is good**

Collective worship is regarded as important by the Academy. The chaplain plays a vital role in supporting the Academy, in policy and practice and in drawing up the programme of themes linked to the Christian year. High quality power point presentations complement the weekly themes and are e-mailed to each member of staff providing an invaluable resource for tutors to use. Students value the opportunities for worship and feel it makes a difference to their experience. 'They help because they relate to your life and make you want to be a better person.' Students respond with respect and those from backgrounds other than Christian say they feel included and that they learn about Christian beliefs and practice in this way. The quality of year group worship is good. Students enter the hall quietly and are attentive and reflective. There is some inconsistency across the tutor groups in the way the daily opportunities for reflection and prayer are observed. In the best practice, there is opportunity for prayer each day in addition to the weekly power point presentation. The whole Academy meets at the end of each term for worship. These are the main occasions when many students have opportunities to participate, particularly through music of different types, including the gospel choir. The Academy plans to increase and strengthen these opportunities. Students value the input to worship made by local Christian youth workers. The involvement of local clergy is too limited. The newly dedicated chapel is located centrally and students are all aware of its significance. The chaplain and the RE department have good plans in place to introduce the Eucharist to individual classes. This should raise students' awareness of Anglican faith and practice. The Academy's development plan identifies appropriate priorities for the development of worship. Some monitoring and evaluation of worship has taken place but this is an area that needs strengthening.

### **The effectiveness of religious education is good**

Religious education is well regarded by the students and the subject makes a good contribution to their spiritual, moral, social and cultural development. Standards at GCSE are still below national and school averages but are on a significantly rising trend. By the end of Year 9, standards are below average but are improving similarly. Many students have major literacy difficulties and this has an impact on their written work especially in more challenging tasks. Their oral contributions are good and they show high levels of confidence when talking about their own beliefs or expressing their own opinions. The curriculum is broad and has an appropriate balance between Christianity and other faiths. Overall, students of all abilities make good progress because teachers use a good variety of teaching and learning styles and engage students' interest. Good provision is made for the learning needs of different groups. Since the last inspection, the department has made good progress in assessing students' work and they are helped to know how they can improve. In lessons, there is not always sufficient opportunity for students to respond effectively in writing. Overall provision for RE in the sixth form is good. All students participate in conferences and a Critical Thinking course. Each year, the RE department leads the school in a 'Christian Focus' month. This is outstanding for its dynamic range and variety of events and speakers and for its positive impact on students, staff and the life of the school. The management and leadership of the department are strong and energetic and have a good impact on standards. Students visit St Alban's Abbey Church in Year 7 and they have good opportunities to encounter members of Christian groups in the local community. However, the school recognises there is a need to increase the range of visits to and visitors from the local community especially in relation to faiths other than Christianity and to raise students' awareness of the church nationally and globally.

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

The Academy has a strong commitment to its Christian character and this is made explicit in its motto, 'Achievement in a Christian community'. There are clear references to it in public documentation, displays around the building and in some, but not all, policies. It is understood and supported by students and confirmed through surveys by most parents. The leadership and management of the headteacher, senior managers and the governing body are good. They drive the improvements in students' achievement with zeal. They set the tone for the good relationships which exist in the Academy and are supported by a hard-working and dedicated staff who set good examples. Relationships at all levels are very good. The Christian ethos is very well supported by the chaplain and other local Christian youth workers. The opportunities for staff spiritual development are good. The Academy has been awarded 'Investors in People' status and is committed to the development of its staff, though not specifically in relationship to the leadership of church schools. Since the last inspection, development planning has had a positive impact on some areas such as collective worship and the extension of the 'Christian Focus' month. The Academy acknowledges that there is now a need to make this review process more explicit and active, including the involvement of students, parents and staff. It has identified the need for more staff training. This includes the way all subjects and daily tutor time worship can contribute to the spiritual development of students. The governing body is strongly committed to the Christian status of the Academy although it has not undertaken any specific training in relationship to how it can support the Academy in the development of Christian values. There are, however, good links with the Diocese. The Academy recognises that it is now at the stage where it should strengthen its links with local clergy, main feeder schools and other members of the local community. Inspection confirms the academy's self-evaluation of leadership and management overall as good. Its potential for further development is outstanding.