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8 October 2013

Mr P Sutton
Principal
Greig City Academy
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Dear Mr Sutton

Ofsted 2013 14 survey inspection programme: schools' use of alternative provision

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 18 and 19 September 2013 to look at the school's use of alternative provision. During the visit I met with the deputy principal, the assistant principal who co-ordinates the alternative provision, and with groups of Year 11 students. I examined a range of documents including achievement and destination data I also visited The Boxing Academy, a provider attended by some of your students.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

This letter briefly summarises our discussion at the end of the visit.

Strengths of this aspect of the school's work

- There is very strong support for students with complex behavioural, social and emotional needs. There is effective liaison with parents or carers by the school and provider when there are concerns.
- Students are given good information, advice and guidance to ensure that placements are well-matched to their needs. The school communicates well with parents and carers and their views are strongly considered when students are offered placements.

- There is excellent continued support by the school for the students who follow this option that ensures most students progress onto relevant post sixteen pathways.
- Communication systems between the school and provider are well developed, which ensures that any concerns, for example about students' non-attendance or poor behaviour, are tackled swiftly.
- The good assessment of the provision's effectiveness ensures that students' placements are of an acceptable standard. The school has not shied away from discontinuing placements where the quality has been poor.

Areas for improvement, which we discussed, include:

- reviewing the curriculum across all providers. Although full-time students at risk of exclusion are given a relevant curriculum that successfully re-engages them into learning, there is limited breadth
- ensuring that quality assurance reviews, including those related to health and safety, are regularly undertaken for all providers and that the responsibilities of the school and the local authority are clearly understood
- finely tune reports for alternative provision students so that the evaluation of the effectiveness of the provision is firmly based on evidence of all students' achievements.

Yours sincerely

Samantha Morgan-Price
Her Majesty's Inspector