

Inspection of Greig City Academy

High Street, Hornsey, Haringey, London N8 7NU

Inspection dates: 27–28 November 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Sixth-form provision	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this school?

Pupils feel proud to be part of this strong and supportive school community. They told us they feel happy and safe here. Pupils value the help they are given by their teachers and are positive about their experiences of school life. Leaders have high expectations of pupils and are ambitious for their academic achievement.

Pupils' behaviour is calm and purposeful. Pupils are polite and respectful to each other and to their teachers. Staff do not tolerate any form of bullying and deal with this swiftly and effectively. Pupils respond well to their work and have clear ideas about what helps them learn. They speak confidently with teachers and other adults, and show a strong awareness of the many issues affecting the world they live in. Pupils have a real desire to do the best they can, both at school and in the future.

Leaders ensure that all pupils benefit from a fantastic range of after-school clubs, enrichment activities, careers guidance and trips. This greatly enriches pupils' personal development and experience of school life. The sailing club, robotics club, and overseas residential trips are examples of the special opportunities offered by the school.

What does the school do well and what does it need to do better

Pupils, and students in the sixth form, have the opportunity to study a rich and broad range of subjects. They develop their knowledge and interests so that they achieve well and are well prepared for the future.

Leaders have well-designed plans for how all subjects should be taught. For example, in English, mathematics and computing, it is clear what knowledge and skills pupils will learn, and when. Leaders identify ways in which different themes link together. In history, leaders' plans enable pupils to recall facts they have learned before and apply these to new topics.

Teachers have strong subject knowledge and are enthusiastic about what they teach. They know what pupils find difficult in different subjects. For example, in computing, drama and physical education, teachers regularly check pupils' understanding of technical vocabulary. This is helping pupils to know and remember more. Pupils with special educational needs and/or disabilities benefit from this approach. Staff are very clear on what each pupil needs to fulfil their potential.

However, in a few subjects, including science, leaders' plans are not consistently applied in all lessons. This means that pupils' misconceptions are not picked up, because teachers do not identify gaps in their learning quickly enough. This means pupils do not have the knowledge to complete the more demanding work of which they are capable.

Pupils are keen to learn and enjoy taking part in classroom discussions. Their

behaviour in lessons is very positive. Pupils focus well on their work. Interruptions to lessons from pupils' poor behaviour are rare.

Opportunities for pupils' personal development at the school are exceptional. The school has a caring and supportive ethos. As they move through the school, pupils grow in confidence and express themselves clearly. Sixth-form students we spoke to were extremely complimentary about their school experience and the support and opportunities they have received.

Pupils have the opportunity to take part in an inspirational programme of extra-curricular activities in sport, outdoor pursuits and creative arts. Pupils and students are encouraged to pursue interests and talents in scientific, technology, engineering and mathematical subjects. The school also has active groups with a range of themes, including the 'Rainbow Club', which raises awareness of lesbian, gay, bisexual, transgender issues.

Pupils are very well informed about how to stay safe, help others and be the best they can. This helps them to develop their sense of responsibility and prepares them for life in modern Britain. The school provides very clear and effective guidance about careers and future destinations. This enables pupils to make informed and intelligent decisions about their future. Students receive appropriate advice about university applications and the world of work.

Some pupils and sixth-form students do not attend school as regularly and as punctually as they should. Leaders' actions are beginning to make a difference. They work well with parents and carers, helping pupils to improve their attendance and come to school on time.

The governors know the school well and have a clear vision and ambition for the future. They check that leaders' decisions are in the best interests of its pupils. Staff feel that leaders support them well to manage their workload and are considerate of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

An open and supportive culture of safeguarding exists in the school. Staff and governors have regular safeguarding training. This enables them to recognise and deal effectively with safeguarding issues, if they arise. Teachers know their pupils very well so that they spot when they are not happy or have concerns. Teachers also know about the particular challenges and risks faced by pupils in the local area. Pupils know who to speak to if they have any concerns.

What does the school need to do to improve?

- In a few subject areas, including science, leaders' plans for how the subjects should be taught are not yet sufficiently embedded. Leaders need to ensure that teachers routinely check pupils' understanding, so that gaps in pupils' knowledge are identified and swiftly resolved. This will enable pupils to acquire the knowledge they need to move on to more demanding work.
- Persistent absence has a detrimental impact on the achievement of a minority of pupils and students. Leaders need to continue to develop systems to improve the attendance of all pupils, particularly those pupils who are regularly absent from the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	133386
Local authority	Haringey
Inspection number	10110402
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1120
Of which, number on roll in the sixth form	230
Appropriate authority	The governing body
Chair of governing body	Mr Hugh Reynolds
Principal	Paul Sutton
Website	www.greigcityacademy.co.uk
Date of previous inspection	8–9 December 2015

Information about this school

- The school currently uses two alternative providers: Octagon Academy, a local authority provision; and a young enterprise provision run by Haringey Sixth Form College.
- Greig City Academy is a Church of England school sponsored by the London Diocesan Board for Schools and the Greig Trust. The last section 48 inspection took place in January 2017.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with school leaders, and the chair and vice-chair of the governing body. A telephone conversation was held with a representative of the London Diocesan

Board for Schools.

- We did deep dives in the following subjects: English, mathematics, science, history and computing. We met with the curriculum leader of each subject, visited lessons, talked to pupils, scrutinised pupils' work and held discussions with subject teachers.
- We also visited lessons and held discussions with curriculum leaders in other subject areas. We visited tutor times and an assembly.
- We looked at the school's self-evaluation of its work, curriculum planning, information about extra-curricular activities and enrichment, and records of pupils' attendance and behaviour. We also considered the school's own surveys of staff views.
- We reviewed safeguarding records, policies and procedures. We spoke to pupils to find out the extent to which they felt safe in the school and whether they knew how to keep themselves safe. We also spoke to staff to check their understanding and use of the school's safeguarding policy.

Inspection team

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