

# Inspection of a school judged good for overall effectiveness before September 2024: Greig City Academy

High Street, Hornsey, Haringey, London N8 7NU

Inspection dates:

14 and 15 January 2025

## Outcome

Greig City Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Paul Sutton. This school is in a single-academy trust, Greig City Academy, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Michael Baker.

## What is it like to attend this school?

This is a happy school. Pupils enjoy attending and relish the many opportunities the school offers them. The school also encourages pupils to be independent and to care for others. Pupils are polite, respect others and are welcoming. They move between classes calmly.

The school supports pupils to find their educational passion and develop their subject expertise. Leaders also ensure that pupils make strong progress from their starting points by the time they complete Year 11. Leaders have high expectations of all pupils, including in the sixth form. The curriculum is distinctive. For example, pupils can choose to specialise in Mandarin, science, technology, engineering or mathematics. They thrive as a result of the wider opportunities related to their specialism, such as a visit to China to practise their language skills.

The school's personal development programme is inspirational. A rich selection of clubs gives pupils the opportunity to develop their talents and interests. Some pupils take their skills to the highest level. For example, pupils compete at a national level in dance competitions and at sailing regattas on the south coast. In the bee-keeping club, pupils from all year groups build a beehive, care for the bees and harvest and sell the honey.

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

The school has designed a balanced curriculum for all pupils. For example, in Years 7 to 9,

all pupils study a wide range of subjects, including design and technology, food technology, music and art. In the sixth form, students choose to study from a large selection of subjects. The proportion of pupils who study the English Baccalaureate combination of subjects is lower than the national average. However, the school carefully guides pupils to choose options that are in each pupil's best interests.

Staff love teaching here and are very committed to the school. They said that the school takes into account their well-being, and leaders reduce any unnecessary workload.

Teachers have strong subject knowledge. Across the majority of subjects, the school has broken down the key knowledge pupils should know and decided the order in which pupils should learn it. For example, in history, pupils build their knowledge of empire securely from Year 7 in preparation for both GCSE examinations and further study at key stage 5. Teachers usually explain new content clearly and check that pupils understand what has been taught.

In a few instances, including in the sixth form, pupils do not fully master the key knowledge and skills needed to move their learning on. Pupils then occasionally struggle to complete more demanding work. On other occasions, a few pupils complete work quickly and are not academically stretched as swiftly as they could be.

The school provides targeted support for pupils who speak English as an additional language. These pupils are helped to learn the key language they need to catch up with peers. Those who struggle to read with fluency also receive additional opportunities to practise and improve. Staff improve pupils' literacy and oracy across the school.

Pupils with special educational needs and/or disabilities (SEND) regularly receive the support that they need. The school is currently sharpening its practice in this area to ensure that teaching and resources are fully adapted for pupils with SEND as effectively as possible across all subjects.

The school carefully tracks and analyses the attendance of pupils. The proportion of pupils who are persistently absent has risen recently, and leaders are working closely with parents and carers to improve pupils' attendance. There has also been a rise in the proportion of pupils suspended at the school following pupils' return after the COVID-19 pandemic. The school has recently put in place some measures to reduce suspension rates. At the time of the inspection, however, it was too early to see the impact of these actions.

Pupils attend many educational visits to expand their knowledge of the curriculum. These include art galleries and museums. Many pupils take part in extra-curricular activities, for example robotics, 'debate mate' and many popular sports clubs. Participation in music is also popular. Pupils value the regular careers guidance that the school provides. In the sixth form, pupils are well supported in successfully applying for higher and further education.

Those responsible for governance meet regularly with senior leaders and question them about the school's work. This includes ensuring that pupils are kept safe. However, the

rigour with which those responsible for governance have held leaders to account for some aspects of the school's work, for example the recent increase in the proportion of pupils who have been suspended, has not been as thorough as it could be.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teachers do not consistently ensure pupils receive the support they need to move their learning on. This results in some pupils not having the knowledge they need to engage with more complex aspects of their learning. Other pupils who are ready to deepen their learning are not routinely provided with opportunities to do so. The school should ensure that teachers have the information and strategies they need to identify what help and guidance pupils need so they can move their learning on at the most appropriate point.
- Governance processes to check the school's work are not equally rigorous. As a result, governors and trustees are limited in their ability to identify where the school's practice could be improved, for example in relation to the use of suspensions. The trust should ensure that those responsible for governance have an evenly secure oversight of the school's provision so they hold leaders to account and better support the process of school improvement.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

## **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 information from Ofsted Parent View 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.

## **Further information**

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	133386
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10345886
<b>Type of school</b>	Comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,183
<b>Of which, number on roll in the sixth form</b>	209
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Baker
<b>CEO of the trust</b>	Paul Sutton
<b>Principal</b>	Paul Sutton
<b>Website</b>	<a href="http://www.greigcityacademy.co.uk">www.greigcityacademy.co.uk</a>
<b>Dates of previous inspection</b>	27 and 28 November 2019, under section 8 of the Education Act 2005

## Information about this school

- The school uses one registered alternative provision.
- This school is part of Greig City Academy, a single-academy trust. It is governed by a single governing body, which includes some members of the trust.
- The school has a Church of England religious character and is in the Diocese of London. The school's most recent section 48 inspection for schools of a religious character was carried out in November 2024. It is due for its next section 48 inspection in 2029.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the principal and other senior leaders. The inspectors met with leaders with responsibility for safeguarding, attendance, literacy and English as an additional language, behaviour, pupils with SEND, pupils' wider development and the sixth form.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of work.
- The inspectors met with representatives from the trust, including the chair of the governing body.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

## Inspection team

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