



# Greig City Academy



## Statutory Inspection of Anglican Schools

### Inspection Report

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School address	High Street Hornsey London N8 7NU
Principal	Mr Paul Sutton OBE
Type of School	Secondary
Status	Academy
Unique Reference Number	133386
Diocese	London
Appropriate Authority	The governing body
Date of last inspection	June 2009

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Inspection date	16th & 17th January 2012
National Society Inspector	Lyn Field (NS 151)

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The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

### **School context**

This Church of England academy is larger than most secondary schools and is sponsored by the London Diocesan Board for Schools and the Greig Trust. It serves families of all faiths from Haringey and North London. The vast majority of students represent minority ethnic backgrounds with half from Black Caribbean and Black African heritage. Compared to schools nationally, the proportions speaking English as a first language, eligible for free school meals and having special educational needs or disabilities are similarly high.

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

The Academy challenges and inspires its students to achieve their best. The clear Christian vision of its leaders ensures they learn in an environment where they feel safe and secure. Consequently, they develop a moral framework, spiritual awareness and a strong sense of responsibility to the community in which they live.

### **Established strengths**

- The strong direction provided by the Academy principal
- The importance placed on spiritual and moral development across the curriculum
- Partnerships with the local community and the network of Christian churches and organisations
- The spiritual leadership of the chaplain

### **Focus for development**

- To monitor closely the performance of individual students against expected levels of progress from their starting points
- To draw together the feedback from different groups to determine priorities for development as a church academy

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

Students' awareness of spiritual, moral, social and cultural issues is excellent. This is primarily achieved through innovative aspects of the curriculum that make use of partnerships with the wider Christian community and through the role of the chaplaincy.

The annual *Faith in Focus* event has grown rapidly from a week to a 'season' and is eagerly anticipated by students of all ages. This has been driven by the vision of the head of humanities in association with a network of Christian leaders and youth organisations, in particular *nflame*. Students particularly benefit from the *Prayer Tent* because the activities on offer teach them techniques that they then use independently to reflect on their own spirituality. Its popularity shows that for the time it is in place, it clearly meets their needs. This is not always followed up, however, as the chapel remains underused. Students develop confidence in using spiritual and religious language to express their feelings and this enables them to cope with times of loss and traumatic events. This is the result of Academy structures and systems that are well established and can be drawn upon at any time. The chaplain, for example, liaises effectively with the counselling team especially where issues of faith have a bearing on the difficulties faced. Academy staff make timely and well-judged decisions about supporting students. On occasions, this has meant the whole Academy as on the sudden death of a much-loved teacher and the Tottenham riots in 2011. One student represented the views of many in saying 'When something bad happens it is dealt with perfectly'.

Students believe the Christian ethos of the school contributes to improved relationships in the local community. They cite examples of where students have exercised self-control in tense situations and refrained from using confrontational language. Teachers across subject areas maximise opportunities for students to explore moral and ethical issues. Students who make a sports trip to Poland, for example, also actively engage in promoting the *Kick Racism* initiative.

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

An act of worship is a regular and valued part of tutor group time and this is a unique and impressive feature of daily life in the Academy. It represents significant progress in the area for development from the previous inspection and is the result of action taken by leaders at all levels. The chaplain produces weekly presentations for projection in all classrooms and both students and staff comment on the thought-provoking nature of these materials. Themes promote the Christian values of the school in the context of historic events and contemporary global issues so students feel they have relevance to their own lives. A typical comment was 'sometimes you feel it is speaking to you'. Verbal feedback, the outcomes of surveys and monitoring by senior staff indicate that the majority of students value this time that includes the opportunity to reflect and pray. Some tutors are beginning to delegate the responsibility for leading tutor group worship to students. This is welcomed because, apart from one RE unit of work, there are few opportunities for students to take a role that goes beyond delivering previously prepared prayers or readings. Students gain an understanding of the Anglican tradition of worship from high profile services for the key Christian festivals and the introduction of the Eucharist into the Year 8 syllabus. The weekly voluntary Eucharist is usually only attended by adults. The Academy acknowledges that more thought is needed about how this form of worship can be made more accessible to students.

### **The effectiveness of the religious education (RE) is good**

A team of determined and effective specialist teachers is now in place and teaching is often good and sometimes outstanding. Lessons are well planned with challenging but achievable steps in learning and teachers regularly check understanding. Attitudes to learning are good because the resources chosen capture students' interest and they make spontaneous contributions to trigger debate. In Years 7-9 standards are rising from low starting points and are broadly in line with other subjects. This is a very positive position because the preceding period of staff change was accompanied by fluctuating GCSE results. A peak in performance in 2009 was followed by a significant and unexpected dip in 2011. Prompt action has been taken through tailored training sessions and refinements to the schemes of work. Targets are ambitious but current tracking indicates that the dip has been reversed. Analysis of assessment data, however, remains too focused on aspects of organisation and lacks rigour in identifying where individual students make better or less than expected progress.

Units of work and exam courses are carefully chosen to prepare students for life in a diverse society and to offer them the widest possible options for future courses. However, this is not always fully explained to students or monitored closely enough to check how well courses capture their interest and motivate them to achieve their best. In spite of this, students generally support the compulsory nature of taking RE to GCSE level. Two innovative aspects of the RE curriculum are proving highly successful and are making a significant impact on their spiritual, moral, social and cultural development. The first is *Faith in Focus* mentioned earlier in this report and the second is the new course taken by all sixth form students. This is an accredited course and is already having a direct impact on their responsibilities as citizens inspiring them to take on projects for the local community supporting social projects such as the shelter for the homeless.

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

The principal's vision for *Achievement in a Christian Community*, the Academy motto, shapes its daily life. There is no room for compromise and a set of moral imperatives, rooted in Christian values, lays down clear expectations for students and their families. The students are completely in accord with this and talk confidently about forgiveness, compassion and treating others as yourself with the same passion as their principal. Active links are maintained between the trustees and governors so the original vision for excellence, inclusion and serving the community continues to inspire their work.

Since the last inspection there has been an expansion in the partnerships with local churches and Christian groups. Students encounter Christian leaders, whether Bishops or musicians on a regular basis. The Academy, for example, hosts clergy meetings and provides placements for priests in training. These links are sufficiently well established to support the Christian leadership of the school into the future. The chaplain brings spiritual influence to bear in all settings on a daily basis, especially the pattern of worship. The staff handbook explicitly describes the place of Christian values but some members of staff are unsure of their role in implementing these across the

Academy. There is however, a core of deeply committed staff who are relentless in developing Christian links. The challenge is now to empower others to share in spiritual leadership and channel their energy so the Academy can continue to embrace new initiatives without diluting the power of what is already in place.

There are a number of avenues for receiving useful feedback on the impact of the Christian ethos including student surveys, learning walks by senior staff and monitoring by governor working parties. However, there is a lack of cohesion in making use of the wealth of information gathered and discussions can be repeated. The cycle of self-review sometimes falters because key outcomes are not drawn together to determine priorities in planning strategically.

SIAS report January 2012 Greig City Academy Hornsey London N8 7NU



## Judgement Recording Form (NSJRF)



**Name of School:** Greig City Academy  
High Street, Hornsey, London, N8 7NU

**Date of inspection:** 16th & 17th January 2012  
**Type of Church school:** Voluntary Aided Academy  
**Phase of education:** Secondary  
**Number of pupils:** 1153  
**URN Number:** 133386  
**NS Inspector's Number:** 151

Rating 1-4

How distinctive and effective is the school as a Church school?	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	2
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

\* *Voluntary Aided Schools*