

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Greig City Academy

High Street, Hornsey, London, N8 7NU	
Current SIAMS inspection grade	Good
Diocese	London
Previous SIAMS inspection grade	Good
Date of academy conversion	September 2001
Dates of inspection	12-13 January 2017
Date of last inspection	January 2012
Type of school and unique reference number	Academy – Voluntary Aided equivalent 133386
Headteacher	Paul Sutton
Inspector's name and number	Pamela Draycott (161)

School context

This larger than average academy includes a popular sixth form. There is a high percentage of students from ethnic minority backgrounds and who speak English as an additional language. The percentage for whom extra funding is received due to social disadvantage is also well above the national average. A significant number enter the academy at times other than the usual transfer times. There are more boys than girls. The percentage with special educational needs or disabilities (SEND) is just below the national average. Pupils come from different faith backgrounds: the majority being Christian with the next largest group being Muslim.

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

- Worship and RE (religious education) effectively promote students' good spiritual, moral, social and cultural (SMSC) development. This is well extended across the curriculum where for example some reflective work is evident and through the extensive extra-curricular provision.
- Very good behaviour and strong, caring relationships, based on its Christian underpinning, leads to a deep sense of belonging and co-operation across the academy.
- A tutor programme of ethics and Wise Up day courses enriches the sixth form curriculum offer.

Areas to improve

- Ensure that the Christian foundation of the academy is systematically and explicitly celebrated and consistently drives forward developments as a Church school.
- Improve the consistency of the quality of worship which takes place in tutor groups so that the positive experience of most groups is shared by all.
- Review the Key Stage 3 curriculum taking into account the academy's decision for GCSE Religious Studies to be Year 9 and 10 and address the provision of RE in Year 11.

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

The academy's Christian foundation underpins the way in which students of all ability levels and backgrounds are well known and cared for as individuals. This in turn supports the strong relationships evident and impacts positively on students' good personal development and wellbeing. The academy is an inclusive, happy and harmonious place. This means that the attendance and behaviour of the majority is good. On those occasions where students fall short of the high standards expected, staff work compassionately and fairly with students and their families to bring about improvement. In keeping with its Christian concern for the individual there are strong pastoral systems which offer good support. The curriculum is well extended through an impressive array of extra-curricular provision. This broadens students' outlook and provides them with a wide range of opportunities. Many enter the academy with attainment at or below national averages. Whilst attainment remains slightly below the national average at the end of Key Stage 4, the majority make good progress from their various starting points. There is a strong emphasis on raising aspiration and attainment which reflects its positive impact on those it serves. This is based on its ethos of Christian service to its diverse community expressed through its underpinning Christian values such as respect and responsibility. Reflecting this, the gap between the attainment of more vulnerable groups and their peers has, and is continuing to close. In keeping with its Christian and inclusive ethos a wide range of options in the sixth form allows for the pursuit of appropriate courses. The majority of students go on to study at University, with many of them being the first in their family to do so. The academy provides a good range of opportunities to encourage SMSC development. For example, in English, drama and art and through extra-curricular opportunities. RE and worship contribute effectively to SMSC development and to the academy's overall Christian foundation. RE makes a positive contribution to helping students appreciate diversity and difference of beliefs and practices locally and globally. Students are developing as thoughtful, reflective, responsible and caring individuals.

The impact of collective worship on the school community is good

The daily worship programme reflects the academy's inclusive Christian ethos and values well. Worship takes place once a week in year groups and then in tutor groups the rest of the week. Appropriate material, including a presentation and a class prayer book, is provided by the part-time chaplain who is a local Anglican priest. However, there is inconsistency in the quality of how this material is used in tutor groups. Values are explored through Christian perspectives, including using selected biblical material. This, along with a focus on specific Christian festivals, means that students develop an age-appropriate understanding of the importance of Jesus for Christians. It also means that they suitably explore the Christian belief in God as Father, Son and Holy Spirit. Students know the Lord's Prayer and the academy's prayer. An interdenominational prayer tent is made available in the academy's grounds during the spring and summer months which contributes deeply to students' reflection on and understanding of prayer. The weekly programme is well extended by whole academy worship at key times such as at the end of each term. Much of the planning and evaluation of worship is conducted by the chaplain with satisfactory involvement from other staff and from students. The programme is explicitly Christian and inclusive of those who belong to other faiths and none. This effectively reflects the academy's strong emphasis on inclusion as part of its Christian, and indeed Anglican, distinctiveness. Students are receptive and engage well during worship times. Daily worship is appropriately extended through a voluntary early morning weekly Eucharist, attended by a few staff and students. There is a small but well-appointed chapel, the use of which is underutilised. A lunchtime Christian Union and a Muslim prayer group broadens provision for worship and spiritual reflection well for those involved.

The effectiveness of the religious education is good

The RE curriculum has a fitting balance between study which addresses Christianity and that which addresses faiths, such as Islam and Judaism. There is also an appropriate focus on ethical and moral issues explored from different religious perspectives. Consequently, students develop a broad knowledge through their studies. There is a good balance between activities which help students to learn about religious beliefs and practices, and opportunities to relate that learning to their own lives. Since the

previous denominational inspection standards of attainment at GCSE, most of which have been for the short course, have been variable. The most recent GCSE grades, where students followed the full course and which are for the Year 11 cohort in 2016 show significant improvement. A recent academy decision to start the GCSE full course for all students in Year 9 and for them to sit the examination in Year 10 is being implemented. This means that the impact of this decision is currently unclear. There has been some initial discussion about providing a full day of RE each term across Year 11 to support the continued development of religious, spiritual and moral opportunities provided by the academy. Plans for this and for monitoring the impact of the changes are embryonic. The department has rightly identified the possible impact on the Key Stage 3 curriculum. Plans are in place to review the curriculum in Years 7 and 8 in the light of this development. In the sixth form attainment and progress in A level Religious Studies are good. Materials provided by the RE department for the general ethics provision for all sixth form students and the specific 'Wise Up days' contribute very well to students' educational and personal development. The department is well led by an experienced and effective subject leader. Staff members are committed to ensuring that students enjoy RE and that they achieve appropriately. Consequently, lessons are well planned and the quality of teaching is usually good and often outstanding. Students of all ages behave very well and engage appropriately during lessons. They are not afraid to share ideas or ask questions of their teacher and each other in order to improve their learning. Assessment strategies, including self and peer assessment, are used well to support learning. Good use is made of outside groups such as Nflame, a local Christian group, to engage students deeply in their learning.

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

The Christian underpinning of the academy is acknowledged through its focus on ensuring that its students flourish, irrespective of their academic, ethnic or religious background. This vision, articulated by the headteacher and across the staff team, is in the process of being reassessed and refreshed. This is in order to take the academy forward into the next phase of its development. These changes are building appropriately on its Christian and inclusive values of respect, responsibility and equality. They impact appropriately on the personal development of students and are providing a basic steer for further development. The chair of governors is knowledgeable and committed to the academy's continuing Christian foundation. In this she is well supported by the governing body who are appropriately engaged in Greig's life and work. However, senior leaders and governors have not as yet come to a clear decision about the next steps in the direction for development as a distinctively Christian institution. There is a clear urgency to do so. Arrangements for both worship and RE meet statutory requirements. Senior leaders and governors are aware of the need to monitor the impact, on standards and progress and on the academy's overall Christian ethos, of their decision to change the Key Stage 4 offer for RE. They know their students well. The evaluation of the academy's distinctiveness and effectiveness as a Church school is broadly accurate. Parents rightly recognise that how the academy is providing for their children to grow both academically and personally is an expression of its Christian foundation. Assistance offered by the Diocese in terms of visits from the area bishop, training courses and adviser input is welcomed and supportive. The academy is committed to the professional development and wellbeing of all staff. Appropriate support for working within the Christian context of the academy is given. Issues identified for improvement in the previous denominational inspection have been appropriately addressed.

SIAMS report [January 2017] Greig City Academy, Hornsey, London, N8 7NU