



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

The Gregg Preparatory School

June 2019



Contents

Contents	2
School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	6
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	9
Recommendations	9
The quality of pupils' academic and other achievements	9
The quality of the pupils' personal development	11
4. Inspection Evidence	13

School's Details

School	The Gregg Preparatory School			
DfE number	852/6005			
Registered charity number	1089055			
Address	The Gregg Preparatory School 17-19 Winn Road Southampton Hampshire SO17 1EJ			
Telephone number	02380 557352			
Email address	office@thegreggprep.org			
Headmistress	Mrs Jan Caddy			
Chair of trustees	Mr John Watts			
Age range	3 to 11			
Number of pupils on roll	118			
	Boys	57	Girls	61
	EYFS	32	Juniors	86
Inspection dates	4 to 6 June 2019			

1. Background Information

About the school

- 1.1 The Gregg Preparatory School is a small independent day school, for boys and girls aged 3 to 11 years. It is situated in two linked Victorian buildings in a residential location near the centre of Southampton. The school was founded in 1880 as St Winifred's School. It moved to its present site in 1996 and changed its name in 2016.
- 1.2 The school is part of The Gregg Schools Trust, an educational charity which currently operates two schools in Southampton. The schools share a body of trustees, with a separate senior leadership team for the preparatory school. The current head was appointed in 2016.
- 1.3 The school comprises two sections: preschool, for children aged 3 to 5 years in the Early Years Foundation Stage (EYFS), and the preparatory school, for pupils aged 5 to 11 years. Since the previous inspection, new facilities have been provided in a separate building for preschool children.

What the school seeks to do

- 1.4 The school seeks to provide a positive and secure environment where individuals feel valued and respected, and can develop their skills fully and achieve their best potential.

About the pupils

- 1.5 Pupils represent a wide range of backgrounds. Most pupils are from white British families. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. Twenty-four pupils are identified by the school as having special educational needs and/or disabilities (SEND), which include dyslexia, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. There are four pupils in the school for whom English is an additional language (EAL), who receive additional support for their English. The school has identified 36 pupils as being more able; they are supported within the curriculum.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.14 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.16 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils exhibit excellent communication skills in listening, reading and writing.
 - Pupils of all abilities demonstrate excellent attitudes to their learning and are keen to persevere and try out new ideas.
 - Pupils' higher order thinking skills are less well developed for the most able.
 - Pupils demonstrate age appropriate information, communication and technology (ICT) skills through discrete lessons, but their ability to apply these skills to other subjects is limited.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' behaviour is exemplary.
 - Pupils demonstrate substantial confidence and self-knowledge.
 - Pupils' self-esteem and self-awareness are excellent.
 - Pupils demonstrate outstanding respect for others' religious beliefs and practices.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Strengthen the most able pupils' higher order thinking skills through activities that give scope for independent learning.
 - Ensure pupils develop their ICT skills fully in order to support their learning across the curriculum.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 The school does not take part in National Curriculum tests, but the available evidence from lesson observations, scrutiny of pupils' work, and the school's own assessment data, shows attainment of pupils of all ages to be above average in relation to national age-related expectations. By the time they leave the school, the pupils demonstrate a good level of attainment compared to their starting points. Almost all pupils leave to attend The Gregg Senior School. In response to the pre-inspection questionnaire, most parents felt that the school meets the pupils' educational needs effectively, including of those with SEND or EAL and the more able.
- 3.6 Pupils are overwhelmingly positive about the school and show excellent attitudes to their learning. They take risks and readily contribute their own thoughts to evaluate their work. They are proud of their personal achievements. Pupils of all abilities show a willingness to persevere and try out new ideas. For example, in a Year 5 mathematics lesson, pupils demonstrated resilience when tackling a challenging problem involving synchronising 'wonky watches'. Pupils are highly motivated to achieve as a result of the effective use of praise from enthusiastic and diligent staff and through well-prepared lessons. When given the opportunity, most pupils voluntarily undertake additional research to improve the quality of their work in their own time. Older pupils spoke enthusiastically about studying at home to further their knowledge on a school project investigating what it would be like to live in space.

- 3.7 EYFS children make rapid progress as result of a programme of well-planned activities that identifies children's interests and aptitudes. Almost all children meet or exceed expected levels of development at the end of the Reception year. Progress for pupils with SEND or EAL is often rapid. This is due to comprehensive tracking that allows senior leaders to identify pupils' needs, and teachers' thorough knowledge of the pupils in their care. The swift development of pupils with SEND or EAL is enhanced through carefully prepared and planned support, through one-to-one lessons and within the classroom. Assessment information is also used to identify gaps in pupils' knowledge, understanding and skills to enable them to quickly catch up with their classmates. Higher order thinking skills are less well developed for the most able pupils. In the most effective lessons, teachers plan extension activities that deepen more able pupils' understanding through complex tasks and opportunities to learn independently. However, this is not consistent across subjects and age groups, at times resulting in a lack of challenge for the most able.
- 3.8 Pupils display excellent communication skills. Children in the EYFS become confident readers. Progress in reading and writing is rapid from EYFS onward, and this is sustained at the same rate throughout Years 1 to 3, with almost all pupils able to read at a level above their chronological age. Year 3 pupils read with confidence and expression in French and were able to convey meaning when reading aloud. In English, Year 5 pupils' high quality writing was enhanced by teacher expectations about using adverbs in their creative writing. Pupils can distinguish the difference between metaphors and similes and explain why writers might use these examples of figurative language and other techniques to grip and engage the reader. Year 2 pupils demonstrated an excellent grasp of sentence structure writing letters from Florence Nightingale; these showed sensitivity and compassion. Pupils listen attentively to teachers and to each other, as demonstrated when school council representatives gave feedback to each class on initiatives from a recent meeting.
- 3.9 Pupils demonstrate good progress in mathematics and diligently apply numeracy skills with enthusiasm to a range of situations. Children in the EYFS and Reception are able to identify, name and match some 2-dimensional figures. They count up to 10 with confidence and demonstrate a reliable understanding of number value. Younger pupils display above average ability in mathematical tasks, as witnessed in a Year 1 lesson where pupils were able to explain the four operations with minimal guidance from the teacher. In a Year 2 lesson, pupils demonstrated a secure knowledge of place value, sharing their ideas and learning with each other. Older pupils displayed good understanding of plotting coordinates and rotating shapes.
- 3.10 Pupils from nursery to Year 6 develop and demonstrate age-appropriate skills in their information and communications technology (ICT) lessons. However, pupils do not practice and apply these skills consistently in other subjects in order to further enhance their learning. In ICT lessons, EYFS children were able to programme floor robots effectively, while older pupils used keyboards and browsed the internet with confidence. Senior pupils worked enthusiastically on computers using a good range of skills to produce a presentation on marketing the school.
- 3.11 Pupils develop good and sometimes excellent knowledge, understanding and skills across a wide range of subjects through a culture of open questioning by confident and caring teachers. They apply their skills effectively. For example, when discussing the anniversary of D-Day, older pupils could empathise with the servicemen involved, using good knowledge from a range of sources to describe how they would feel in a similar situation. Year 6 pupils used language skilfully when explaining the structure and properties of different types of cells. Younger pupils described confidently how they researched life in Victorian times and what it would have been like to be alive during that period of history. Most marking is effective but written feedback is inconsistent and sometimes does not help pupils improve their knowledge and understanding. Pupils of all ages are able to set themselves realistic and achievable targets. They add their own independently produced leaves to target trees displayed in classrooms. This public display leads to pupils being aware of each other's targets and encouraging their peers to do their very best to achieve these.

- 3.12 Pupils achieve at a good level in a range of activities including sport, music, art, drama and a junior award scheme. Pupils have won national championships in Ju-Jitsu and ballroom dancing, with another winning first place in a national handwriting competition. Many pupils learn a musical instrument and all pupils take part in the school play. The vast majority of parents who completed the questionnaire agreed that the school provides a suitable range of extra-curricular activities. Pupils' confidence is enhanced by the recognition they receive from the school in assemblies attended by the school's enthusiastic and professional staff, together with parents and trustees.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages are friendly, open and confident and this has a very positive influence on how they conduct themselves. They greet visitors happily and display pride in their school. Pupils consider the needs of other members of the school community and demonstrate excellent empathy in relation to their peers. Older pupils sit with younger at lunchtime, getting to know them and helping them settle into school life. Children in the EYFS delight in expressing their interests and opinions, they persevere with tasks and approach challenges with a positive attitude. Pupils' self-esteem and self-awareness is excellent. They gain an extremely good understanding of themselves through encouragement and the school's *habits of mind*, a set of qualities all pupils and staff are encouraged to develop. Older pupils stated that they often work harder as part of a group as others are relying upon them, and younger pupils understood the benefits of listening and taking their turn. Pupils who spoke to the inspectors remarked that the school makes people feel confident about themselves. Pupils of all ages show high levels of resilience in their approach to both academic and extra-curricular activities. For example, Year 6 pupils worked through various setbacks when trying to show the difference between bacteria and a virus using modelling clay. They dealt maturely with failure and strove for improvement. The vast majority of parents who responded to the questionnaire said that the school helps their children to be confident and independent.
- 3.15 Older pupils enjoy being prefects in a variety of roles, including nurturing younger pupils and taking responsibility for the school's outdoor space. Pupils of all ages learn from experience that the decisions they make are important and can affect their learning and future opportunities. Pupils in Year 4 could explain in detail why it was important to work hard at school and Year 6 pupils discussed sensibly the best combination of guides to show visitors around the school. Older pupils are aware that the decisions they take contribute to their happiness and success, such as knowing that regular exercise can improve their academic focus and behaviour. Pupils of all ages could state the benefits of healthy eating, washing regularly and brushing their teeth.
- 3.16 Pupils demonstrate an outstanding appreciation of non-materialistic aspects of life. Children in Reception discussed the love for their families, and Year 6 pupils spoke and read poems in assembly about the characteristics of healthy and happy relationships. Pupils say that they enjoy the opportunities given to them to reflect quietly during the day, and outdoor learning sessions give pupils a highly developed understanding of the natural world around them. For example, in a Year 2 science lesson, pupils showed considerable appreciation of the beauty and variety of different types of seeds. They spoke about their own drawings of seeds and discussed each other's pictures sensitively.
- 3.17 Pupils demonstrate strong respect for others' religious beliefs and practices. They develop an extremely good understanding of cultural differences through the religious studies curriculum and recognition of festivals such as Diwali and Eid in assemblies and form time. Pupils in Year 5 explained eloquently why it is important to respect different cultures and not to use colour or faith to discriminate. Pupils learn to accept and celebrate people's difference through their personal, social, health, and economic education (PSHE) curriculum, which is reinforced through visiting speakers and trips to local places of worship. All parents and pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.

- 3.18 Behaviour is excellent and pupils understand the need to act responsibly as individuals and work together as part of the whole class. This is due to the positive example set by the whole staff in treating pupils with kindness and respect. All staff go out of their way to be kind and this is reciprocated with the highest levels of politeness and good manners; sense of fair play prevails. Pupils of all ages understand the need for rules at school and in the wider world, and demonstrate a very good understanding of fundamental British values, acquired through PSHE lessons and form time. The house system encourages older pupils to interact and support younger ones, and together they choose house charities and organise stalls at the summer fayre. In interviews, pupils were clear about the expectations for behaviour. They stated that the school encouraged them to reflect on their actions, and that almost all situations could be made better by saying sorry, making up and moving on.
- 3.19 Pupils throughout the school work well together, utilising a system of asking 'self', 'neighbour', 'other' and then 'teacher' when facing a challenging problem in class. Pupils in Year 1 worked extremely well together solving Venn diagram problems in groups. Pupils across the rest of the school demonstrate excellent social skills. They have strong collaborative skills, working together positively to achieve common goals, such as in a Year 5 geography lesson where pupils worked in pairs to set their own learning objectives in a lesson on changes in tourism throughout the twentieth century. In a Year 2 numeracy lesson, pupils gave their time freely, cheerfully and without prompting to teach place value through a higher order reasoning game to other members of the class.
- 3.20 Pupils of all ages have an excellent understanding of the needs of the wider world. For example, members of the active eco-committee take pride in making school-wide changes including suggesting the placing of bricks in toilet cisterns to reduce water use. They know what they can do to help others, often suggesting their own ideas to meet their needs. For example, Year 5 pupils discussed thoughtfully the idea of creating a running track in the playground to cater for more sporty pupils. Throughout the school, pupils form outstandingly positive relationships and enjoy collaborating and supporting each other on communal enterprises, such as fundraising to help local and national charities, and visiting senior citizens in local residential homes. The vibrant school council, supported and attended by senior staff and trustees, is very active in representing the pupils' voice, including the recent introduction of a house talent show, open to all pupils.
- 3.21 Pupils know how to stay safe online, due to the school providing clear guidance and establishing safe procedures, such as appropriate filtering of websites the pupils use while at school. Through encouragement, pupils make good choices and are keen to exercise and stay fit. Many older pupils support this lifestyle when choosing from the school's wide range of extra-curricular clubs and activities. The example set by these older pupils has been mirrored by those in Year 2 who have set up their own running club in the playground at lunchtime. Many pupils of all ages choose salad at lunch and can state confidently which foods and drinks are healthy for them. The school places healthy choices and exercise as a priority throughout the school and pupils embrace this healthy lifestyle positively. All pupils were very clear about who they should speak to at school if they are unhappy. The outstandingly positive and trusting relationships between pupils and staff are a feature of the school.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Dougal Philps	Reporting inspector
Ms Caroline Williams	Compliance team inspector (Head of pre-prep, IAPS school)
Mr Christopher Hammond	Team inspector (Head, ISA school)